

THE TIMES

Educational Supplement

FRIDAY JUNE 30 1978 NUMBER 3286

FIRST PUBLISHED 1910 PRICE 20p

Break

Waiting for the party guests

Attempts to extract from the local authorities more explicit figures on capitation spending than those that appear in the uninformative statistics published by the Chartered Institute of Public Finance and Accountancy seem doomed to frustration.

A recent TES leader, commenting on a NAIT proposal for a government inquiry into the inequalities shown up by the CIPFA figures, suggested that a rather tougher body was needed to probe the authorities, perhaps something like the Bullock proposal for a DES—Local Education Authority standing working party.

Easier said than done—as anyone who attempts it soon finds out. Certainly the DES, which knows only too well how much the L.E.A.s dislike being told what to do, made no immediate attempt to implement the idea. However, it now appears that the Expediency Steering Group, that influential body of senior L.E.A. and DES officials operates as a secret committee. "Never heard of them," said a DES spokesman this week, but has been plugging away for two years at a study of non-teaching costs, with a subcommittee on equipment and books.

Their report, completed several months ago, will not be published. They have been followed in the field by the National Bank League, which recently set up a working party on the use of books in schools under the chairmanship of Michael

Marland, who was a member of the Bullock Committee.

The energetic Mr Marland, who is also head of Woodberry Down Comprehensive, has appealed to TES readers for comments and evidence. He is certainly going to need all the suggestions he can get from outside.

Although his working party contains the usual selection of the committed from the library and subject associations, the teacher unions, publishers and NAIT, there is a big gap where the local authority associations should be. Peter Sloman and Gordon Cunningham, joint education officers for CLEA, were both invited to join the working party. Sloman declined the invitation, with thanks. Cunningham expressed his doubts, and has so far been unable to attend any meeting.

Unless they do join in, it is very difficult to see how any worthwhile facts and figures can be dug out of the L.E.A.s. Only too well aware of this, Marland was hoping to persuade Gordon Cunningham into operation over the dinner table this week.

Part of the reluctance of the CLEA spokesmen to get involved hinges on the role of the working party as a natural successor to the NBL-AEC group which used to make recommendations on spending. Apart from a routine disavowal from anything which smacks of the old days of the AEC, no one in CLEA now cares for the league table atmosphere the recommendations used to inspire, or the result of pressures to spend more money.

The NBL also got off on the wrong foot by holding its preliminary meeting to decide terms of reference at such short notice that the CLEA and NUT people invited were unable to attend. Now the working party is criticized for being unrepresentative and not carrying enough clout—two points which might be met if CLEA joined in.

"It's rather like inviting people in a party," says Marland. "Everybody says, well, who else is coming?" He intends to keep going, even if some people feel they cannot muddy their toes in the water, and he is prepared to meet some of the criticisms. "It's perfectly true that there was something embarrassing about all those league tables," he recalls. "But they could be put on a more interesting basis at the top of the tables as the targets at the bottom, with angry councillors asking why so much money was being spent."

He hopes to persuade Cunningham that a set of recommendations would be helpful if they are given guidance without being prescriptive, and agrees that it would be a mistake to interfere with school L.E.A.-based autonomy.

Gordon Cunningham for his part says that he would like to see an inquiry into levels of spending that was wider in scope, and did indeed put proposals to CLEA on those

lines last January. CLEA agreed, but has yet to take action. Cunningham conceded that at least the National Bank League have got off their backsides and done something. If Michael Marland is unable to get the figures he wants from the local authorities, he plans to start at the other end with the school. "We know how much we spend in a school. It's helpful in your own housekeeping to know if it hears some rubbish about a recommended outside figure."

Meanwhile, he has written to the DES to ask if they will release some of their figures. They are unlikely to do so. Although the study of non-teaching costs produced a lot of information on several fronts that will affect the KARE Support Grant in future, it is only making it available to local authorities who ask for it on an anonymous basis, and the facts collected on capitation were expected to be kept particularly quiet.

In fact, Marland may be comforted to learn that even that powerful group found it very difficult indeed to get all the figures it wanted, or to be precise about definitions. The figures available could be misleading for a variety of good reasons, which made analysis or comparison difficult, particularly if you got hung up on the wish to give schools more freedom to choose how to spend their money, which meant L.E.A.s guessed at figures.

It might be possible to collect the facts direct from schools, but it would be a monumental exercise of doubtful value since it represents only a part of the larger problem of local authority finance. In the end DES members admitted that they learnt little new, or reliable, from their capitation probe.

The DES switchboard operators have mixed feelings about the report on their speed and efficiency which appeared in this space last week. In spite of the exhortation to our readers not to make instant check calls, the switchboard was jammed on Friday.

Imperial irony

Youth watchers may be interested in the sequel to the row in the British Youth Council over representation at the forthcoming World Festival of Youth in Havana.

A month ago Aristides reported that, as a result of pressure from the Federation of Conservative Students against sending a delegation and the subsequent refusal of the Foreign Office to help with expenses, it looked as if Britain would be represented only by the young farmers' clubs and the churches. It now looks as if the National Association of Youth Clubs and some of the political organizations have also managed to find enough



"Unfortunately it's for school not from school."

money to send delegates, but the really interesting news is that the British Council of Churches delegation will be led by Mr Mark Hayes.

The irony of the position, which Mr Hayes is the first to admit, is that he is also a member of the Federation of Conservative Students and was in addition a member of the Tory study group which last week published an extremely radical (for the Conservatives) discussion paper on youth policy, *A Time for Youth*.

Mark Hayes emphasizes that he is going to Havana as a representative of Methodist youth, and that the churches' delegation is quite separate from the BYC. "I disagreed with the Federation of Conservative Students over withdrawing," he said, "though I could understand the reasons. The churches think we can go and contribute a different tone to the festival, which will accuse us of imperialism, by raising the issue of Soviet and Cuban involvement in Africa. We may not achieve a great deal, but it is worth doing on that basis, and anyway we shall be able to meet and talk to a lot of people."

In spite of the BYC bitterness over FCS attitudes on Havana, they are maintaining a number of close and fruitful links with the Conservative party. Mark Hayes himself was elected vice chairman at their annual meeting on June 10 and Roger Pratt, another member of the study group on Tory youth policy, was elected to the executive. Other members of the study group were David Hunt, MP, honorary vice president and former chairman of the BYC and Tim Smith, MP, a former treasurer.

A former teacher, Mr Pratt certainly bears the strong imprint of the youth lobby, with its call for a Minister of State for Youth, more political education, and under-18 representation on everything Mark Hayes said he didn't know what Rhodes Boyson thought about it, but Norman St John Stevens gave it a warm welcome as a timely contribution to discussion.

Falling gracefully

Stockport L.E.A. has not always been a good press, but the boss of secondary heads' association has a useful lead recently on how to cope with falling rolls and a conference at Blackpool where they gave the more dignified of a planning for Contraction report has just been published.

It was not an L.E.A. spokesman (and, incidentally, the thinking of similar schools should have that too important a role in regard to the legitimate definition) but the very tools a hand in the unexplained strategies, which a hasty response to crisis, examine the management needed.

After a lecture on the art of contraction and some from personal experience, United Schools and District Industrial experience could equal L.R.'s record on they got down to more studies.

The heads of Grange, Knowlson, and Field School (North early victims), gave salutary experience, which consideration of a "positive" distinct from a core, could be accepted that you keep your main teachers, teachers of arts subjects, and a few others.

The most practical idea conference came from the group dealing with real Year 10 family deputy. On Christmas—should we her or restructure, or roles (numbers and funding)? The answer was "no" but with various caveats.

Or you have to lose a geography teacher—should it be Evans, Mr Davies, or Mr Jones? One group gave a head, the other Evans, Mr Williams' "economics" considered as a means to the reverse. Mr Jones was the problem of a "first rate" teacher (in Mr Jones) the logic of numbers struck minority subjects. They were in the end.

A Standing Committee has been set up by the party who wanted to see him in authority in future for the report makes it clear that he believes that their Blackpool once wins the carnival.

Next week

Cells Ball on some potential hazards in the Youth Opportunities Programme. Peter Stokes on libraries as "deschooling" alternative to the network.



Mr Norman St John-Stevens, Censor, speaking at the Mess Slide by William St John-Stevens.

Tory split widens after youth report

By Stephen Collier

Mr Norman St John-Stevens, Censor, speaking at the Mess Slide by William St John-Stevens, said this week amid considerable speculation about his future. For the past 10 days, Mr St John-Stevens' position as shadow education spokesman has been in question, so much so that he spoke to the party's chief whip, Mr Humphrey Adams, to see if there was any truth in the story that he was being chased by the right wing of the party who wanted to see him removed out of office.

Mr Atkins reassured him that there was no plan to move him and that there was no plan to let it happen.

The row which has broken out within the party has been triggered by the controversial youth decision. In addition his fellow shadow ministers are not pleased with his success in defending education from the cuts the Tories have proposed.

Mr St John-Stevens said this week that he had resisted cuts in the education budget for four years. "I have taken the line that they should be decided once we are in government. I have been fighting a rear-guard action."

Mr St John-Stevens is, however, in trouble with his colleagues in the party's education group of which he is chairman. This group was set up by Mr St John-Stevens in 1974, and has since been a focus for discussion documents and a vehicle for the party's education policy.

The group has been a focus for discussion documents and a vehicle for the party's education policy. Mr St John-Stevens said this week that he had resisted cuts in the education budget for four years. "I have taken the line that they should be decided once we are in government. I have been fighting a rear-guard action."

Mr St John-Stevens is, however, in trouble with his colleagues in the party's education group of which he is chairman. This group was set up by Mr St John-Stevens in 1974, and has since been a focus for discussion documents and a vehicle for the party's education policy.

Mr St John-Stevens said this week that he had resisted cuts in the education budget for four years. "I have taken the line that they should be decided once we are in government. I have been fighting a rear-guard action."

Continued on page 3

New team at the Schools Council

The appointment of the Schools Council's first permanent secretary this week (page 3) marks the completion of the first stage of the reorganization initiated by Sir Alex. Tomlinson in the leadership of the organization at a crucial time.

For so long, everybody's Aunt Sally, and only a few months back still widely regarded as an expendable and expensive talking shop for special interests, the council has now been refurbished with official blessings. Extravagant hopes are now pinned to it because it is clear that if it did not exist, something very like it would have to be invented.

Plans for examination changes at 16 and 18 plus need a central body to coordinate and work out details of syllabuses and criteria. The curriculum review and the spate of papers from the inspectorate are expected to point to new development work, and the DES, the inspectorate, the exam boards and the L.E.A.s all need a body they respect and can work with.

The first stage in the construction of the new staff was the agreement on a new constitution which on paper could mean any

thing or nothing in the way of change. Conviction was to be a forum where outside interests could have their say (Tomlinson sees it as a Parliament or continuing Great Debate); teacher unions would be in a minority there as in the decision-making finance and priorities committees, but hang on to their majority vote in the professional committee which replaces the old programme committee.

But at present these bodies are still just names. They have to be made to work and the next and possibly vital stage was to find the leaders who could do this and carry sufficient weight to convince everyone concerned that they meant business. In March, the highly respected chief education officer for Cheshire, John Tomlinson, took over as part-time chairman. Now John Mann, deputy education officer for Sheffield, joins him as the new permanent full-time secretary, carefully selected for the formidable task of making administrative sense of the blueprint.

It seems to have been agreed by teachers as well as the L.E.A.s and DES that an educa-

tion officer's experience provided the right background for both these jobs. They are after all used to mediating between politicians and teachers.

Now we must wait to see whether the new team can do what is asked of them—indeed, whether they can temper the demands on them to what is reasonable.

Mann takes over in the autumn, and the newly constituted bodies will not meet until then. He believes that with proper backing the new Schools Council could fill the present vacuum in educational policy-making. All the signs are that the hacking is there if it really does turn into a new Schools Council. But the new committees will contain many of the same old faces, and reflect the same clash of interests. Someone has to make the new formula work where the old failed.

No comment

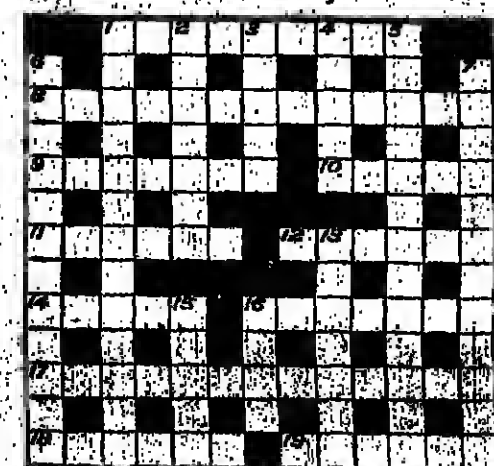
Itemized list of contents: educational material. Value: none—from a customs declaration on a parcel posted in the United States.



A little progress, a long way to go: Mrs. John Wilson, teacher, woodwork and metalwork at Kingsmead Comprehensive, North London. But 50 years after women won equal voting rights with men.

Mr St John-Stevens said this week that he had resisted cuts in the education budget for four years. "I have taken the line that they should be decided once we are in government. I have been fighting a rear-guard action."

Crossword No 1,138



Down

- 1 A beating to an angelic competitor? (7)
- 2 Down wind for the sheltering sailor? (7)
- 3 In the hollow hills (5)
- 4 In the end it comes to itself (5)
- 5 Community being undermined? (6, 7)
- 6 Beyond the scope of any metric system (12)
- 7 His knowledge, he said, was not to be trusted (10)
- 8 A word which I had SNT? (I will not try to justify this but except to say it was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?)
- 9 A word which I had SNT? (I will not try to justify this but except to say it was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?)
- 10 A word which I had SNT? (I will not try to justify this but except to say it was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?)
- 11 A word which I had SNT? (I will not try to justify this but except to say it was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?)
- 12 On which the scale is noted down (6)
- 13 One of the first Romans talks about a noun (6)
- 14 Do head by and bluish to find it faint? (Prose) (7)
- 15 Return to dividing line in Berlin (4, 2, 3, 4)
- 16 Producing a less than ready situation (6)
- 17 A left foot (6)



Bridge

One of the nastiest dilemmas facing a bridge player, especially in No Trump, is whether to lead his partner's suit or start setting up his own. I was the underserving beneficiary of this tree of doubt in a recent rubber.

North
♠ A 10 9 4 2
♥ 7 6
♦ 8 6 3
♣ A 10

South
♠ Q 10
♥ A K Q J 8 4 3
♦ A 10
♣ A 9 7 8 4 3

West
♠ K 9
♥ A 8
♦ A 8
♣ 10 9

East
♠ A 9 7 8 4 3
♥ K Q 7
♦ J 3
♣ A 10 9

After South's 1♣ and opened with 1♥, North's 2♥ was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?

West from a word like Adam, a person held in SNT or SNT would have a stopper?

should have), that his partner had overcalled on, say, six to the Jack, and that his real strength was in a side suit.

Therefore, I could stop the clubs only once and West's spade king would be a critical entry to the established clubs. Having reasoned thus (and not badly), he led the 7 of clubs and I took my mmo tricks for a plus score of 450 and the state of the game.

East and West were old friends, both in the literary world, and the exchanges which ensued gave each a chance to display verbal skills of a high order. When the smoke had cleared West dealt the following:

North
♠ A 10 9 4 2
♥ 7 6
♦ 8 6 3
♣ A 10

South
♠ Q 10
♥ A K Q J 8 4 3
♦ A 10
♣ A 9 7 8 4 3

West
♠ K 9
♥ A 8
♦ A 8
♣ 10 9

East
♠ A 9 7 8 4 3
♥ K Q 7
♦ J 3
♣ A 10 9

After South's 1♣ and opened with 1♥, North's 2♥ was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?

The bidding needs some explanation. My ANT was Norman, who for ages and kings at the same time and the 5 spade response, which was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?

What followed was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?

What followed was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?

What followed was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?

What followed was a long-haired name for West from a word like Adam, a person held in SNT or SNT would have a stopper?

Continued on page 3

Veiled warning to publishers on high prices

A Price Commission report published this week drops a veiled hint to certain unnamed publishers of technical and children's books that they should now exercise some price restraint.

We were concerned that technical books appeared to have contributed disproportionately to the recent increase in profitability of seven firms, the report says. It adds the warning that in future price increases would be considered "whether to investigate the pricing policies of individual companies."

The commission found that seven of the 29 large publishers in its sample accounted for 84 per cent of the sales of technical books in 1977. It defines technical books as those "used in formal education beyond the secondary stage."

School textbooks, which accounted for an exactly equivalent share (70 per cent) of the value of all books published in Britain in 1976, do not come in for the same scrutiny.

The report observes, incidentally, that paperback school textbooks have significantly increased their share of the total market, partly at the expense of hardback school books but more largely of technical handbooks.

The report suggests that "there may be scope for experiment in new and cheaper ways of passing on technical information. Even if the resulting book is in a form which contravenes current publishing contracts, we suspect that the customer might accept an approach of this kind."

The Publishers Association have been quick to reply, pointing out that publishing involves a high degree of financial risk, that the concentration of the industry, and that even the larger publishing companies are relatively small in national terms.

More significantly, it argues that in real terms book prices have declined, according to figures based on an analysis of the average price of all books, published each year.

A separate analysis of the average price of books sold indicates that over the period of the Price Commission's examination (1974-1977) the average price of all books sold in Britain increased by approximately 63 per cent, while the retail price index increased by 68 per cent. For technical books the increase was only 49 per cent.

Price Commission Sector Examination 6: Prices, Costs and Margins in the Publishing, Printing and Binding Distribution of Books. HC 327. HMSO £1.50.

In next week's TES Noel Hughes will comment on the implications of this report.

The mathematics "Exon" postponed from June 23 will be published as a special 10-page feature next week devoted to the often to be examined of "The Psychology of Learning Mathematics".

An association has been formed to campaign for the regularization of school half-term holidays. It consists of parents who find annoying the variety of half-term holidays enjoyed by their offspring. Those who are teachers as well as parents may find that their own half-terms do not coincide with those of their children. But in seeking a uniform date for these breaks, they give the lie to the oft-repeated claim that the glory of the English system of education which must be preserved at all costs is its local variation, stemming from local control.

There should be no doubt about the strength of the association's case. Today a high proportion of mothers work and a still higher would wish to work were jobs available. Some may deplore this. But it is provided that they go to work, their lives are not their children's. Whether the mother or the father stays at home to watch the children in actual holidays, or whether they make other arrangements for their care, the difficulties are greatly increased. In big families when holidays do not coincide, it is bad enough with the regular holidays, but a picture of half-term once every two weeks is insoluble. The most extreme example known to me is that of Scottish

Eighteen worst authorities are all Conservative

Tories attacked over nursery record

The poor record of Conservative authorities in providing nursery education—the 18 worst authorities, are all Conservative, being gripped eagerly by Labour supporters gathering ammunition in preparation for the election.

In a speech at Faversham, Kent, last week Mrs Shirley Williams, the Education Secretary, strongly attacked the Conservatives for their low level of spending on nursery schools. And it emerged last week that detailed figures are now being circulated to Labour minority groups on Conservative controlled authorities for use as general election propaganda.

The figures, based on Department of Education and Science statistics show that between 1974, when the Labour Government came to power, and 1977, provision for under-fives increased in all but 12 of the 104 local education authorities in England and Wales. All 12 authorities are Conservative.

They are, Trafford with a fall of 13.1 per cent; Oxfordshire, 9 per cent; Devon, 4.7 per cent; Buckinghamshire, 4.5 per cent; Gloucestershire, 4.2 per cent; West Sussex, 3.9 per cent; and Bexley, Kent, Dorset and Surrey, all under 1 per cent.

All but three of those authorities

(Norfolk, Somerset and Powys) are also to be found on the list of the 18 worst providers, and should therefore theoretically have been the last authorities to have cut their provision.

Statistics for education for under-fives are given in terms of the number of full or part-time pupils under five attending maintained primary or nursery schools or nursery classes, expressed as a percentage of half the total number of children aged one to four in the area.

On that basis, the figures show that 18 authorities, all Conservative controlled, provided 20 per cent or less (that is in any provided education for less than one

year) of full or part-time pupils under five attending maintained primary or nursery schools or nursery classes, expressed as a percentage of half the total number of children aged one to four in the area.

The nine "best" providers, Liverpool, Doncaster, Shropshire, Manchester, Mid and West Glamorgan, and Walsall, Bolton and Conservative.

DI unit will help firms present best profile

by Mark Jackson

The Department of Industry has set up an education/industry unit to help improve links between industry and education establishments of all kinds.

The unit, with seven or eight people in it, will be headed by Mr Eric Bates, an assistant secretary and former ICI planning manager. It will concentrate on encouraging manufacturing firms to present a favourable picture of themselves in schools and universities, and provide pump-priming funds to encourage liaison projects and to spread information on good practice.

Announcing the formation of the unit on Tuesday, Mr Les Hunkfield, Parliamentary Under-Secretary for Industry, said that it would work with the many organisations already operating in the field, and not try to supplant their activities nor add a layer of bureaucracy.

The unit would supervise the department's existing support for science and technological education for which the Government has committed £300,000 and £400,000 has been allocated for use over the next three years. It would be able to make grants for projects which were not covered by existing DES, Department of Employment and Manpower Services Commission schemes.

Mr Hunkfield said that the department was trying to make up for deficiencies in the other government departments concerned with education and training. "We have been working very closely with the DES in planning this," he said.

But he insisted there was a gap which the department needed to fill in education industry, particularly manufacturing industry, how to put its case.

Mr Hunkfield agreed that the Department of Employment and the Manpower Services Commission also had their field contacts with in-

dustry and with the current industry is "rather difficult".

It is understood that the industry ministers have been worried about the failure of companies to make contact with the schools. There should be some concentration source of funds to fill the gap in ability to move in education and industry.

But the DES, which allowed the Department to try to offer grants to help service training in subjects, held to the view that could not spend money on activity which drew on the schools. The Department of Education and the Manpower Services Commission, which was criticised for its failure to involve industry in its work, were equally reluctant.

The arrival of a department in the growing complexity of the school to work in the field since built the Department and the Manpower Services Commission are also involved through the Manpower Services Commission and the Manpower Services Commission.

An indication that the unit exists in Whitehall is the recent edition of the Project for the Promotion of Industry in Schools (PPIIS) catalogue which Mr Hunkfield said he had brought into the school on the day of his appointment. The catalogue is a list of major local authorities, their names, and the names of the industry, which have been claimed by the departments.

The 11 independent schools in the area were turning away from the project because they were over-subscribed. One school wanted to turn a boarding house, but the council had to be persuaded to do so. The council altered the wording of the project to make it more attractive to the schools. The project was also rejected by the schools.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

There are said to indicate that the cost of the new common system would not differ much from the old systems, though some exam board officials say it depends on what assumptions are made about the way the new system would work.

It seems clear that some common system has been struck between the CSE boards' preference for a regional system and the GCE boards' insistence that schools should not be limited to the exams of their regional boards. In fact the word "regional" is being avoided by the Weddell committee because the present CSE boards are known as regional boards.

The new conglomerates are described as "territorial" groups. The robustest of these is the one which has not passed unremarked, but it remains to be seen how voluntary the groups turn out to be.

They were told little more this week than has already appeared in various newspaper leaks since Christmas, apart from details of costs carried out for the committee.

Figures favour Oakes's solution to falling rolls

Students without A levels get the better degrees

Students with no A levels got better degrees than those who have A levels, according to a five-year survey conducted by the Council for National Academic Awards, the only illegitimate validating body outside universities.

The finding has encouraged the council to support the idea of topping up falling rolls in higher education from 1990 with older students without formal qualifications and students from working-class homes.

This solution, known as model E, was one of five offered by the Government in its consultation document, *Higher Education into the 1990s*. Model E is favoured by Mr Gordon Oakes, junior minister with responsibility for higher education, and with most of the bodies who have so far responded to the Government's invitation to comment.

The document forecasts an increase of 80,000 students—up to 600,000—in the next six years. This will be followed by a contraction of about 70,000 in the four years from 1990-94.

The CNAAs say that from 1965-70 it favoured the results of degree course students—of those admitted with A levels and those admitted with other qualifications or experience. Those without A levels did generally slightly better than those with.

About 45 per cent of applications to polytechnics now come from mature students. The council also notes that the demand for part-time courses in higher education is increasing. The number of students admitted to part-time degree courses outside universities in 1976 went up by 44 per cent from 2,204 to 3,178.

Model E is distinguished from the other four options by rejecting the assumption that there must be fewer in higher education from 1990 because of the fall in demand from the traditional source of school leavers with two A levels.

Mr Gordon Oakes, junior minister with responsibility for higher education, said the new climate created by comprehensive reorganisation. This is bound to encourage more working class people into higher education. It also foresees increased recognition of the value of vocational courses and of recurrent education.

The authority rejects the solution of coping with increasing numbers up to the mid-1980s by the use of two-year degrees. The three-year English degree course is already one of the shortest, it says.

It points out that the fall in numbers offers the Government the chance to introduce paid educational leave. The extra cost could be borne by industry and commerce as happens in the industrial training field. The University Council on Adult Education also considers that there are, merely as a short-term expedient to

fill spare places in the 1990s but as a long-term policy.

The council points out that a world of technological change and shorter working hours will lead both to more opportunities and to more need for recurrent education and retraining. More access to mature students will probably require preparatory courses on methods of study and techniques of learning, it cautions.

"We also consider it necessary to develop a national network of advisory and counselling services on continuing education opportunities and a national scheme for the transfer of educational credits."

The Association of Principals of Colleges questions the assumption that the demand for higher education from traditional two A-level candidates will grow at the rate envisaged in the DES document. UCCA applications for 1978-79 do not more than match the increase in the age group for that year, the association points out.

And a 1972 Government forecast of 750,000 places in higher education by 1981 has had to be successively reduced so that it now stands at 560,000.

Any increase in demand for places between now and 1984 could be accommodated without the need for extra buildings and with hardly any extra staff, the APC feels. This would require student-staff ratios to be raised to more realistic levels in these institutions where they are at present unacceptably low.

The APC also points out that at a time when some graduates of conventional higher education courses are having difficulty in getting work, changes in the economy are leading to an increasing demand for those with specific skills developed to a high level.

Meeting the needs of industry and business for these technicians could take up any additional places likely to be available up to 1996, it says.

If the future of higher education was seen not as a problem but as an opportunity, DES forecasts of university population by 1995 could be doubled, says the Association of University Teachers.

A steady rise in numbers of late entrants (21-25), mature students (over 26) and students from working class homes together with a gradual strengthening of many courses to four years could mean a university population of 520,000 by 1995, the AUT believes. This is contrasted with the Government's own projections for those years of 325,000 and 280,000.

But student numbers are not all that is involved. "Universities and their staff are much taken up with research. Continuing expenditure will be considerable only if there are adequate resources for greater research effort."

The Committee of Directors of Polytechnics questions the assumption by the DES of the number of students who will enter higher education from vocational courses. Increased provision for RE and the full impact of comprehensive schooling will raise numbers even without any radical change in the present system, the CDP feels.

But it calls for new strategies which will transform the present "narrowly selective concept" of higher education and drastically widen the intake. Admission to degree courses of students with only one A level or five O level qualifications is a barrier, it says.

For the National Association of Teachers in Further and Higher Education, the DES document is inadequate. The number of students of O and A exams by N and P plus transfer from RND courses to degree courses would all serve to enlarge numbers in polytechnics.

It also notes that the DES document does not mention the transfer system, which will need to be headed particularly by universities. The CNAAs also say that the DES document does not mention the transfer system, which will need to be headed particularly by universities.

For the National Association of Teachers in Further and Higher Education, the DES document is inadequate. The number of students of O and A exams by N and P plus transfer from RND courses to degree courses would all serve to enlarge numbers in polytechnics.



One sad Brownie: at the dress rehearsal for the Elizabethan Pageant being performed by the Holy Cross Convent, Chalfont St Peter, Buckinghamshire, to mark the school's golden celebrations which take place in the school grounds tomorrow.

1990s getting gloomier

A new report challenges optimistic visions of the future of HE. For one thing, the whole size of the system has been underestimated, it says. By Bert Lodge

Falling rolls, lowering standards and falling colleges are all part of the gloomy future of higher education in Britain predicted this week by a working group of the Association of University Admissions Officers.

The group sat for two years and its 100-page report backed by a formidable array of statistics is a serious challenge to the optimistic visions of Mr Gordon Oakes, junior minister for higher education, of a higher education sector rejuvenated with mature students and many more youngsters from poorer backgrounds.

This solution, known as model E, is one of a number offered in the DES consultative document, *Higher Education into the 1990s*. It responds to problems expected from a drop in numbers in the traditional student age group.

The CUA report accuses the Government of failing to take into account the totality of numbers in higher education. By basing its projections on only full-time students, it omits to include part-time students at institutions, it says.

"The real figure if all higher education work was included would, we calculate, be at least 750,000." This figure would include part-timers, students at institutions not publicly financed and employees, it says. It also includes students on their own, in service training, examinations of professional institutes.

"The discrepancy is important not just for planning but because it leads to a general underestimation of the size of higher education," it says. The significant effect of the drop in numbers in higher education—from the present figure of 520,000 to 600,000 by 1985, then

to 530,000 by 1992—is that it will be felt disproportionately by polytechnics and colleges in the public sector. This is because the majority of better qualified A level candidates prefer a university to a polytechnic. "Provided the universities are prepared to tolerate a lowering of entry standards the decline in university numbers need not be great," it says.

Mr Michael Shattock, chairman of the working group, and academic registrar at Warwick University, said this week that it was thought probable universities would lower their entry standards to keep up numbers. "There is a competitive unrun now for different subjects," he said. "Law and medicine, for instance, are high to make entry difficult. The introduction of N and P exams will mean different standards."

A consequence of lower entry standards will be a four-year course, the report predicts. The authors also foresee serious problems of viability for some institutions as numbers fall and competition becomes more intense. In Scotland, the continuing steep fall in the birthrate combined with customary migration and the dependence of some colleges on students from England and Wales could lead to some universities facing difficulties.

In advanced further education the polytechnics will be placed in severe competition with the new colleges and institutes of higher education. The competition will bring a new and darker climate into higher education.

With entry to higher education much easier, the student will be equipped with a new-found power, the report suggests. "Consumer power may force standards down and may broaden the gap between the better, more prestigious institutions and the rest."

A comparison is drawn with the "flamingo campus" at some American universities where on one site almost half a dozen most of the postgraduate work is concentrated.

The report goes on: "The present unspoken league table of universities will become more explicit; some restructuring across the blurry line could occur."

Mr Shattock said he thought that the law on sex discrimination had been happening. There had been a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

Sex Discrimination Act, which came into force in 1975, has been a landmark in the history of higher education. It has led to a levelling up of institutions. The

World Congress of the Council for Exceptional Children

One child in five needs special help

There was no chance of effectively integrating pupils from special schools into ordinary schools if teachers' attitudes remained as they are, Mrs Mary Warnock told the World Congress of the Council for Exceptional Children at Striding University on Monday. Mrs Warnock, who chaired the committee of inquiry into special education in the United Kingdom, said teachers had to stop regarding children with special handicaps as a breed apart.

Unless they did, integration was a myth with no hope of implementation. That was why the report of her committee placed such strong emphasis on teacher training. All teachers would be aware that one in five children would have special needs at some time during their school career and would know where to turn for help for these children when it was required.

This theme was reinforced by the vice-chairman of the Warnock committee, Mr George Cooke, chief education officer for Lincolnshire. Integration, he said, could not be achieved on the cheap without a massive in-service training programme for all teachers as well as for specialist teachers.

It would be a costly money to this but the Government had already indicated, through the 1976 Education Act for England and Wales, that integration was the law. It had willed the end and must now therefore will the means, Mr Cooke said.

He described the committee's report as a "pay now, save later" document. It wanted more resources to go into training, career guidance, advisory and support services and into "effective" integration. Savings would accrue through better personal fulfilment, better career prospects, and fewer strains on families accompanied by less of a burden on the health and social services. There was now a unique opportunity to improve the lot of children with special handicaps by maintaining public expenditure steadily in real terms while school rolls dropped.

Mr Cooke wondered, however, whether the Government would be wise to leave the implementation of the Warnock report to local education authorities, allowing them to do well or ill, to do it partially or not at all. He felt the responses to the report would provide the biggest test so far of the constitutional arrangements between central and local government in the United Kingdom.

He described political reactions to the report as "cautious approval" from the Under-Secretary of State at the Department of Education and Science and "cautious enthusiasm" from the Secretary of State for Scotland.

But, said Mr Cooke, the report did not have a great deal of votes in it and implementation would require constant hammering at the door of government. "We must convince the Government, if they are going to take this report seriously, that it is a politically useful one to implement, because they will not do so out of simple humanity."

A major theme of the congress, the world's first on the future needs of special education, both in respect of the handicapped and the gifted, was whether there was in fact anything that could properly be called special education since all children had special needs which had to be catered for. In the keynote address, Mrs Elsie de Lorenzo, head of the mental retardation section of the Inter-American Children's Institute, Uruguay, stressed that there was no longer such a thing as special education.

"All education is special and should be pursued by everyone for as long as they want," Mrs de Lorenzo estimated there were 300-400m disabled people in the world with one in 10 of the

world's population disabled or any one time. The young child and particularly the young handicapped child had been neglected by policy-makers for a long time especially in the developing countries. Now, though, there was a growing realization that this neglect was an obstacle to national development, she said.

The 1,400 delegates had earlier been welcomed to Scotland on behalf of the Government by the Secretary of State for Scotland, Mr Bruce Millan. He hoped the Warnock report would give new impetus to the integration of pupils with special needs within their school and within their community.

Mr Millan expressed satisfaction that the rolls in special schools in Scotland were falling, which meant that more was being done for these children in the ordinary school. This reflected not only medical advances and genetic counselling but also greater knowledge, technical expertise, and acceptance by the public of the needs of handicapped children. But there was still concern about the severely handicapped, such as children in long-stay hospitals. "We have got a great deal still to do before we can say we are satisfactorily meeting the needs of these children."

Mr Cooke, however, was more optimistic. He said the Warnock report would provide the biggest test so far of the constitutional arrangements between central and local government in the United Kingdom.

He described political reactions to the report as "cautious approval" from the Under-Secretary of State at the Department of Education and Science and "cautious enthusiasm" from the Secretary of State for Scotland.

But, said Mr Cooke, the report did not have a great deal of votes in it and implementation would require constant hammering at the door of government. "We must convince the Government, if they are going to take this report seriously, that it is a politically useful one to implement, because they will not do so out of simple humanity."

A major theme of the congress, the world's first on the future needs of special education, both in respect of the handicapped and the gifted, was whether there was in fact anything that could properly be called special education since all children had special needs which had to be catered for. In the keynote address, Mrs Elsie de Lorenzo, head of the mental retardation section of the Inter-American Children's Institute, Uruguay, stressed that there was no longer such a thing as special education.

"All education is special and should be pursued by everyone for as long as they want," Mrs de Lorenzo estimated there were 300-400m disabled people in the world with one in 10 of the

world's population disabled or any one time. The young child and particularly the young handicapped child had been neglected by policy-makers for a long time especially in the developing countries. Now, though, there was a growing realization that this neglect was an obstacle to national development, she said.

The 1,400 delegates had earlier been welcomed to Scotland on behalf of the Government by the Secretary of State for Scotland, Mr Bruce Millan. He hoped the Warnock report would give new impetus to the integration of pupils with special needs within their school and within their community.

Mr Millan expressed satisfaction that the rolls in special schools in Scotland were falling, which meant that more was being done for these children in the ordinary school. This reflected not only medical advances and genetic counselling but also greater knowledge, technical expertise, and acceptance by the public of the needs of handicapped children. But there was still concern about the severely handicapped, such as children in long-stay hospitals. "We have got a great deal still to do before we can say we are satisfactorily meeting the needs of these children."

There was no chance of effectively integrating pupils from special schools into ordinary schools if teachers' attitudes remained as they are, Mrs Mary Warnock told the World Congress of the Council for Exceptional Children at Striding University on Monday. Mrs Warnock, who chaired the committee of inquiry into special education in the United Kingdom, said teachers had to stop regarding children with special handicaps as a breed apart.

Unless they did, integration was a myth with no hope of implementation. That was why the report of her committee placed such strong emphasis on teacher training. All teachers would be aware that one in five children would have special needs at some time during their school career and would know where to turn for help for these children when it was required.

This theme was reinforced by the vice-chairman of the Warnock committee, Mr George Cooke, chief education officer for Lincolnshire. Integration, he said, could not be achieved on the cheap without a massive in-service training programme for all teachers as well as for specialist teachers.

It would be a costly money to this but the Government had already indicated, through the 1976 Education Act for England and Wales, that integration was the law. It had willed the end and must now therefore will the means, Mr Cooke said.

He described the committee's report as a "pay now, save later" document. It wanted more resources to go into training, career guidance, advisory and support services and into "effective" integration. Savings would accrue through better personal fulfilment, better career prospects, and fewer strains on families accompanied by less of a burden on the health and social services. There was now a unique opportunity to improve the lot of children with special handicaps by maintaining public expenditure steadily in real terms while school rolls dropped.

Mr Cooke wondered, however, whether the Government would be wise to leave the implementation of the Warnock report to local education authorities, allowing them to do well or ill, to do it partially or not at all. He felt the responses to the report would provide the biggest test so far of the constitutional arrangements between central and local government in the United Kingdom.

He described political reactions to the report as "cautious approval" from the Under-Secretary of State at the Department of Education and Science and "cautious enthusiasm" from the Secretary of State for Scotland.

But, said Mr Cooke, the report did not have a great deal of votes in it and implementation would require constant hammering at the door of government. "We must convince the Government, if they are going to take this report seriously, that it is a politically useful one to implement, because they will not do so out of simple humanity."

A major theme of the congress, the world's first on the future needs of special education, both in respect of the handicapped and the gifted, was whether there was in fact anything that could properly be called special education since all children had special needs which had to be catered for. In the keynote address, Mrs Elsie de Lorenzo, head of the mental retardation section of the Inter-American Children's Institute, Uruguay, stressed that there was no longer such a thing as special education.

"All education is special and should be pursued by everyone for as long as they want," Mrs de Lorenzo estimated there were 300-400m disabled people in the world with one in 10 of the

world's population disabled or any one time. The young child and particularly the young handicapped child had been neglected by policy-makers for a long time especially in the developing countries. Now, though, there was a growing realization that this neglect was an obstacle to national development, she said.

The 1,400 delegates had earlier been welcomed to Scotland on behalf of the Government by the Secretary of State for Scotland, Mr Bruce Millan. He hoped the Warnock report would give new impetus to the integration of pupils with special needs within their school and within their community.

Mr Millan expressed satisfaction that the rolls in special schools in Scotland were falling, which meant that more was being done for these children in the ordinary school. This reflected not only medical advances and genetic counselling but also greater knowledge, technical expertise, and acceptance by the public of the needs of handicapped children. But there was still concern about the severely handicapped, such as children in long-stay hospitals. "We have got a great deal still to do before we can say we are satisfactorily meeting the needs of these children."

Mr Cooke, however, was more optimistic. He said the Warnock report would provide the biggest test so far of the constitutional arrangements between central and local government in the United Kingdom.

He described political reactions to the report as "cautious approval" from the Under-Secretary of State at the Department of Education and Science and "cautious enthusiasm" from the Secretary of State for Scotland.

But, said Mr Cooke, the report did not have a great deal of votes in it and implementation would require constant hammering at the door of government. "We must convince the Government, if they are going to take this report seriously, that it is a politically useful one to implement, because they will not do so out of simple humanity."

A major theme of the congress, the world's first on the future needs of special education, both in respect of the handicapped and the gifted, was whether there was in fact anything that could properly be called special education since all children had special needs which had to be catered for. In the keynote address, Mrs Elsie de Lorenzo, head of the mental retardation section of the Inter-American Children's Institute, Uruguay, stressed that there was no longer such a thing as special education.

"All education is special and should be pursued by everyone for as long as they want," Mrs de Lorenzo estimated there were 300-400m disabled people in the world with one in 10 of the

world's population disabled or any one time. The young child and particularly the young handicapped child had been neglected by policy-makers for a long time especially in the developing countries. Now, though, there was a growing realization that this neglect was an obstacle to national development, she said.

The 1,400 delegates had earlier been welcomed to Scotland on behalf of the Government by the Secretary of State for Scotland, Mr Bruce Millan. He hoped the Warnock report would give new impetus to the integration of pupils with special needs within their school and within their community.

Mr Millan expressed satisfaction that the rolls in special schools in Scotland were falling, which meant that more was being done for these children in the ordinary school. This reflected not only medical advances and genetic counselling but also greater knowledge, technical expertise, and acceptance by the public of the needs of handicapped children. But there was still concern about the severely handicapped, such as children in long-stay hospitals. "We have got a great deal still to do before we can say we are satisfactorily meeting the needs of these children."

There was no chance of effectively integrating pupils from special schools into ordinary schools if teachers' attitudes remained as they are, Mrs Mary Warnock told the World Congress of the Council for Exceptional Children at Striding University on Monday. Mrs Warnock, who chaired the committee of inquiry into special education in the United Kingdom, said teachers had to stop regarding children with special handicaps as a breed apart.

Unless they did, integration was a myth with no hope of implementation. That was why the report of her committee placed such strong emphasis on teacher training. All teachers would be aware that one in five children would have special needs at some time during their school career and would know where to turn for help for these children when it was required.

This theme was reinforced by the vice-chairman of the Warnock committee, Mr George Cooke, chief education officer for Lincolnshire. Integration, he said, could not be achieved on the cheap without a massive in-service training programme for all teachers as well as for specialist teachers.

It would be a costly money to this but the Government had already indicated, through the 1976 Education Act for England and Wales, that integration was the law. It had willed the end and must now therefore will the means, Mr Cooke said.

He described the committee's report as a "pay now, save later" document. It wanted more resources to go into training, career guidance, advisory and support services and into "effective" integration. Savings would accrue through better personal fulfilment, better career prospects, and fewer strains on families accompanied by less of a burden on the health and social services. There was now a unique opportunity to improve the lot of children with special handicaps by maintaining public expenditure steadily in real terms while school rolls dropped.

Mr Cooke wondered, however, whether the Government would be wise to leave the implementation of the Warnock report to local education authorities, allowing them to do well or ill, to do it partially or not at all. He felt the responses to the report would provide the biggest test so far of the constitutional arrangements between central and local government in the United Kingdom.

He described political reactions to the report as "cautious approval" from the Under-Secretary of State at the Department of Education and Science and "cautious enthusiasm" from the Secretary of State for Scotland.

But, said Mr Cooke, the report did not have a great deal of votes in it and implementation would require constant hammering at the door of government. "We must convince the Government, if they are going to take this report seriously, that it is a politically useful one to implement, because they will not do so out of simple humanity."

A major theme of the congress, the world's first on the future needs of special education, both in respect of the handicapped and the gifted, was whether there was in fact anything that could properly be called special education since all children had special needs which had to be catered for. In the keynote address, Mrs Elsie de Lorenzo, head of the mental retardation section of the Inter-American Children's Institute, Uruguay, stressed that there was no longer such a thing as special education.

"All education is special and should be pursued by everyone for as long as they want," Mrs de Lorenzo estimated there were 300-400m disabled people in the world with one in 10 of the

world's population disabled or any one time. The young child and particularly the young handicapped child had been neglected by policy-makers for a long time especially in the developing countries. Now, though, there was a growing realization that this neglect was an obstacle to national development, she said.

The 1,400 delegates had earlier been welcomed to Scotland on behalf of the Government by the Secretary of State for Scotland, Mr Bruce Millan. He hoped the Warnock report would give new impetus to the integration of pupils with special needs within their school and within their community.

Mr Millan expressed satisfaction that the rolls in special schools in Scotland were falling, which meant that more was being done for these children in the ordinary school. This reflected not only medical advances and genetic counselling but also greater knowledge, technical expertise, and acceptance by the public of the needs of handicapped children. But there was still concern about the severely handicapped, such as children in long-stay hospitals. "We have got a great deal still to do before we can say we are satisfactorily meeting the needs of these children."

Mr Cooke, however, was more optimistic. He said the Warnock report would provide the biggest test so far of the constitutional arrangements between central and local government in the United Kingdom.

He described political reactions to the report as "cautious approval" from the Under-Secretary of State at the Department of Education and Science and "cautious enthusiasm" from the Secretary of State for Scotland.

But, said Mr Cooke, the report did not have a great deal of votes in it and implementation would require constant hammering at the door of government. "We must convince the Government, if they are going to take this report seriously, that it is a politically useful one to implement, because they will not do so out of simple humanity."

A major theme of the congress, the world's first on the future needs of special education, both in respect of the handicapped and the gifted, was whether there was in fact anything that could properly be called special education since all children had special needs which had to be catered for. In the keynote address, Mrs Elsie de Lorenzo, head of the mental retardation section of the Inter-American Children's Institute, Uruguay, stressed that there was no longer such a thing as special education.

"All education is special and should be pursued by everyone for as long as they want," Mrs de Lorenzo estimated there were 300-400m disabled people in the world with one in 10 of the

world's population disabled or any one time. The young child and particularly the young handicapped child had been neglected by policy-makers for a long time especially in the developing countries. Now, though, there was a growing realization that this neglect was an obstacle to national development

COURSES

pc

The Polytechnic of Central London

MSc ECOLOGICAL SYSTEMS

An in-service course for teachers

A part-time two-year, evening course starting in January 1979. Emphasis will be placed on the new social and applied implications of biology—making the course particularly relevant to teachers concerned with current and future changes in school curricula. Teaching will be in the context of a Biological Education Component. The course includes guidance on how this new information can be transmitted by teachers to their classes.

Entry requirements: A degree of which a major part is a Biological Science or Membership of the Institute of Biology; and either a teacher's qualification with at least two years' experience in teaching Biology predominantly, or at least three years' experience teaching Biology predominantly. Application forms and further details may be obtained from: The Registry, School of Engineering and Science, P.O. 118, New Cavendish Street, London W1M 8JF. Tel: 01-495 0011.

Chinese-speaking Pupils

The Department of Education and Science will be running a course on the education of Chinese-speaking pupils from 21-23 July 1978 in Avery Hill College, London. Applications can still be entertained if made immediately in the usual way to:

Teachers Short Courses, Department of Education and Science, Elizabeth House, London, SE1.

Department of Education & Science

CNA Postgraduate Diploma Contemporary German Studies

(1 evening per week over 2 years)
An analysis of the major political, economic and social problems of Germany today.
St. Mary's Road, London W8 5RH
01-579 4111
(Quota rel. TES 2)

LONDON
CNA
College of Higher Education

SPEND HALF TERM IN RUINS!

The TES has arranged a special holiday to Classical Greece to coincide with half term in October. Interested? See the special advertisement on page 14 in this issue.

STUDY SKILLS

Short intensive courses of practical training in advanced study skills, learning strategies, rapid and thorough reading, note making, motivation, problem solving, memorisation, creative thought, revision, examination technique, computer use.

Developed for students, teachers and administrators. 6-day courses begin on July 7th, and last August 13th. Full details and application forms are available from:

LEARNING METHODS GROUP
94 Hampstead Way
London NW11 7XV
Tel. 01-495 8286 (24 hours)

HOME STUDY

• Fresh start courses
• GCE A Levels
• Professional
• University

National Extension College

Dept 14B
131 Hills Road, Cambridge

FACULTY OF EDUCATIONAL STUDIES CURRICULUM STUDIES

FULL-TIME RESEARCH STUDENTSHIPS

Applications are invited from graduates with good honours degrees for research studentships of up to three years. Candidates should have an interest in one of the following areas:

- (1) The evaluation of social education in schools and/or F.E. institutions.
- (2) Accountability through performance measurement of different forms of decision-making upon the curriculum of schools.

Candidates should preferably have had experience in teaching or administration, but recent graduates should not hesitate to apply. It is expected that postgraduate students should reside in the Milton Keynes area. Full details are available for eligible applicants. Further particulars and application forms are available from:

The Higher Degrees Office, The Open University,
P.O. Box 49,
Milton Keynes MK7 6AD
Telephone: Milton Keynes 63606
Closing date: 14th July 1978.

Teacher training—not such a tangled tale?

Principles are practical

Sir,—It is difficult not to agree in principle with Peter Dixon's plea for teacher training ("Oh, what a tangled tale", June 16). High level reference to the practicalities of work in schools.

I would, however, argue that two should be as much concerned with teacher education, which has a different set of embedded concepts than set teacher training.

The prerequisite for developing skills and strategies necessary to a beginning teacher is, without doubt, a good understanding of the principles and methods of primary teaching, and here I would agree that substantial knowledge of the development and sequencing of basic skills is essential.

Also essential, I agree, is at least an introduction to the sciences and creative arts of the primary curriculum. Clearly, as Peter Dixon argues, relevant theory such as the contributions of Piaget, Vygotsky, and Bruner, should be integral to the understanding of the appropriateness of subject matter to the developing child.

Necessary these are, but I would argue, not sufficient.

The education teacher should possess also an ability to test out the underlying concepts embedded in the pedagogy and value systems of our primary schools. Both philosophy and sociology of education contribute to our understanding, for instance, of the relative place exemplified in mathematics, the exemplified in mathematics. The extent to which we blur the subject boundaries in the primary curriculum is more than a practical issue, but also a philosophical one. First has given us an excellent conceptual analysis in his discussion of forms of knowledge which has a general application.

The young teacher needs more than a knowledge of how to organize learning through topics; she needs also to recognize that one topic cannot deal adequately with the science and history which are different and distinct from each other.

The contribution of sociology includes the recognition of social control of knowledge, and the extent to which the concept of IQ continues to be used as a means of social control and thus access to

high status forms of knowledge and opportunity.

Psychology, too, has a fundamental part to play in the understanding of the developmental processes, of the development of memory skills, control to reading skills and other cognitive tasks, and of motivations. Understanding of motivational processes is essential not only to subject teaching, but to the development of class management skills.

Each of these disciplines crosses any conceivable subject boundary; they are integral, and without doubt, should be of relevance within principles and methods teaching. More than this, such fundamental principles which should be considered in a wider context, and then applied to the curriculum.

If those theoretical considerations were taught only within subject boundaries of the primary curriculum, is it, I think, likely that parts only would be incorporated rather than any depth or breadth. Snippets of Piaget or Bruner, Peters or Bernstein, unrelated to a larger theoretical body of knowledge, would be counterproductive, and transfer of learning hampered.

I have left until last Peter Dixon's strictures on the place of the main subject. Two things need to be said. Firstly, I agree that professional studies on the model that I have outlined should have academic respectability. Secondly, we do already have a model of teacher training embodied, but hardly implemented, in the James report. Within this, the intending teacher would study in an area of choice for her personal development followed by a year of professional training, and further developed in a period of induction.

This model would allow the young teacher's personal areas of interest truly to enrich her teaching and professional abilities, and I suggest that courses leading to a postgraduate certificate in education offer such an opportunity, albeit as yet without continued support into the induction year in the turn that James envisaged.

ROSEMARY G. CLAYFIELD,
Primary graduate course tutor,
Department of Curriculum Development and Educational Psychology,
University of London Institute of Education.

Two good reasons for putting the children first

Sir,—As a former primary school teacher and having taught in a college of education for some time, I wholeheartedly agree with Peter Dixon who argues for a restructuring of teacher training, and also argues that the needs of children and school should be put first and foremost. This would not only ensure that students enter school with more adequate and relevant information, but would very quickly develop a closer relationship between schools and colleges.

M. RICHARDS,
Kingston upon Thames,
Surrey (full address supplied).

Not perfect, but not that bad

Sir,—It would be as wrong for me to assume that all was perfect in teacher training as it is for my contributor, Peter Dixon ("Oh, what a tangled tale", June 16), to criticize all training courses on the basis of one model. Nevertheless, my experience derived in part from a number of years in two groups of colleges, suggests that the recent upheavals in teacher education have been taken as an opportunity to plan professionally relevant BEd degree courses. To assume that this is not the case, the Council for National Academic Awards indicate that serving school teachers to be included in the planning, validation and examination of all teacher education courses seeking its approval.

At least one college training primary students has done this by abolishing all "main" subject departments as Peter Dixon suggests. The

course for which I am alluding allows students to choose in the teaching of primary to construct a primary programme with primary studies as a major subject in the right. Other colleges, which have raised the standards of their studies in the past, have done this by including all those known to be the prime importance of the primary curriculum.

As the BEd courses are planned and developed by primary teachers, they are not likely to be too far from the mark. I would suggest, then, that the BEd courses are not too far from the mark. I would suggest, then, that the BEd courses are not too far from the mark.

I would suggest, then, that the BEd courses are not too far from the mark. I would suggest, then, that the BEd courses are not too far from the mark.

I would suggest, then, that the BEd courses are not too far from the mark. I would suggest, then, that the BEd courses are not too far from the mark.

An invented reality?

Sir,—It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16). It is not sports, but action, writes Peter Dixon in his article on teacher training ("Oh, what a tangled tale", June 16).

Kent: the parents are happy

Sir,—In your issue of May 19 Lucy Hodges described the present organization of secondary education in Kent and the reorganization of Kent Education and Science ("Kent: the parents are happy", May 19). Since then the correspondence has continued and I would be grateful for an opportunity to comment.

Kent has always tried in its secondary education to mirror different social circumstances and, above all, to reflect the wishes in the different areas. Being a large authority this is probably a realistic view of the situation.

Mr Dixon has been led to his own inventions, that primary teachers are not clear enough ideas of what is going on in the schools, and that the system of organization will change between first and middle schools in nine and between middle

and upper schools at 13. Two areas have opted for the sixth form college scheme and there will be some 11-13 schools. Even here the provision of senior lower school organization within the confines of the larger unit will make 13 a significant age and a link therefore between the different systems. Where the Thames-side system is concerned I am sure that many of the heads and teachers involved would think its strong point is the degree of parental involvement generated. I have some sympathy with the complaints that are directed against the system in two areas, the amount of work involved and the impact on the morale of the third-year high school child and to a lesser extent on the morale of many high school teachers. I would emphasize, however, that every system knows its disadvantages and that those inside a particular system are of course peculiarly conscious of the disadvantages. I would add also that in my view the comments by the two subgroups of the NUT, Messrs Foster and Gee, in the initial

article did less than justice to the achievements of many of our high school heads. Longfield, for example, an whose governing body I serve as local member, has been extremely successful high school, so much so that I have no qualms at all about its development into the upper school of a three-tier system. There are many others like it.

But whatever the merits and demerits of this particular scheme, the most significant fact about it (omitted in most comment on it) is that when we consulted parents in the Gravesham area there was a very heavy vote in favour of retaining it, and this is where the Thames-side scheme has been operating longest. That is why the authority has decided to modify the scheme to bring it into line with the 1976 Act rather than replace it and we wait now to learn the Secretary of State's reaction to our proposals.

A. J. L. BARNES,
Chairman,
Kent Education Committee,
Kent County Council

It is certainly not the case, as Peggy Allan notes in her article "Homework or Housework", June 6, that Tonbridge Education Authority offer only one third of its grammar school places to girls. In the current academic year, 805 children have been identified as being suitable for education in a grammar school; of these 445 are girls. As far as the Equal Opportunities Commission are concerned, it perhaps should not be seen as a case of over or less than that there was no case to answer.

In the year of our troubles with the Secretary of State all the eleven-year-old children had been placed in schools before the incoming council introduced its change of policy. The only additional accommodation available for eleven-year-olds was in the two grammar schools which were to have become sixth form colleges, and one of those was a boys school. In that particular year there was an imbalance of numbers between boys and girls for these two schools alone but not across the authority as a whole.

G. MAXALL,
Director of Education,
Tameside Metropolitan Borough,
Cheshire.

Curious mixture

Sir,—Mr Arfon Jones's article "Beware Participation", June 9, is a curious mixture of descriptive sociology for his no doubt very nice school, tortuous justification of his exclusion from influence on it of anyone who does not share his own assumptions, and a mixture of the most advanced form of modern education must send him to a school disinclined to enter him for the examination most likely to advance his employment prospects?

The Merce,
Upton Park, Slough.

hold about teaching posts

Let's see who have adopted this considerable policy include Bolton, Clarendon, and Stockport. Other authorities would surely agree on the advantages of following their example.

J. D. ANTRICK,
176 Lower Farnham Road,
Aldershot, Hants.

No case to be won or lost

Sir,—I am writing to correct an erroneous impression which could be gained from a recent article in *The Times Educational Supplement* about our secondary school provision.

It is certainly not the case, as Peggy Allan notes in her article "Homework or Housework", June 6, that Tonbridge Education Authority offer only one third of its grammar school places to girls. In the current academic year, 805 children have been identified as being suitable for education in a grammar school; of these 445 are girls. As far as the Equal Opportunities Commission are concerned, it perhaps should not be seen as a case of over or less than that there was no case to answer.

In the year of our troubles with the Secretary of State all the eleven-year-old children had been placed in schools before the incoming council introduced its change of policy. The only additional accommodation available for eleven-year-olds was in the two grammar schools which were to have become sixth form colleges, and one of those was a boys school. In that particular year there was an imbalance of numbers between boys and girls for these two schools alone but not across the authority as a whole.

G. MAXALL,
Director of Education,
Tameside Metropolitan Borough,
Cheshire.

Promoting youth music

Don't miss the opportunity to attend this unique concert/conference, sponsored by Music in Education, at the National Festival of Music for Youth, Fairfield Halls, Croydon, July 14, 1978.

Details available from:
Miss Sally Pimley
Music in Education, 4 Little Essex Street, WC2
Telephone 01-838 6833, extension 211

Computer facts don't add up

Sir,—Your article in *TES* of June 16 ("Apparatus on computer training") reports Professor Sir Sam Edwards as informing a British Association symposium (a) that computer programming was still not taught in schools; (b) that the reasons for this was "middle class morality". He should be told that he is wrong on both counts.

If he were to check his facts (surely a necessary undertaking for any scientist) he would find that computer programming is taught in some schools—including the one at which I teach.

If after checking his facts he subjects to reconsider his theorizing of why more schools do not teach computer programming, he might then find that the reason is not rather than morality of any class.

I am not sure how he is using the term middle class morality, but if it means something like "suspicious" or "mistrust", then this might be just as likely to spur schools on to teach pupils about computers so that (when they use

mature adults) they would know the nature of this phenomenon.

As to his other complaint that British schools gave the skilled craftsman a raw deal suggest to him that he examine your *TES* for the day on which you reported his criticism. I think he will find that advisers for technical studies teachers were paramount in number. Suggest to him also that if he were to ask headteachers which subject was most difficult to fill because of teacher shortage, technical studies would be among the top of the list.

Sir Sam complains that school subjects are remote from professional needs: I complain that his criticism is remote from the practical situation—why is a strange notion for any technologist to find for himself.

M. I. DAVIES,
Headmaster,
Robert Clark Comprehensive School,
Wood Lane,
Dagenham,
Essex.

SPECIAL ANNOUNCEMENTS

ROSS McWHIRTER MEMORIAL ESSAY COMPETITION

Prizes of £500, £250, £125, and £50, will be awarded in each of two age-groups—under-25 and under-19, as at September 1, 1978.

Closing date: November 30, 1978

Presentation Ceremony: March, 1979. Judges include: The Bishop of London, Lord Scarman, Tim Rice, T. E. B. Haverth, Miss Helen Vidal, and Norris McWhirter. This year's subject:

Are limits on the power of democratically elected governments necessary to safeguard the freedom and responsibility of the individual?

For full details send a stamped and addressed envelope to: The Secretary, The Ross McWhirter Foundation, 2 Lord North Street, London SW1.

ASSOCIATION OF TECHNICIANS IN FINANCE AND ACCOUNTING LIMITED

A new Association has been formed by the Institute of Chartered Accountants in England and Wales, the Institute of Cost and Management Accountants and the Chartered Institute of Public Finance and Accountancy.

The aim of the new Association is to provide the qualification for supporting staff employed in finance and accounting functions in public accounting practice, industry and commerce, and throughout the whole of the public sector.

Entry requirements are a minimum of four GCE 'O' levels of Grade C level or above and applicants are required to undertake a three-year part-time course whilst gaining qualifying experience with their employer. Successful completion of the course entitles the student to apply for membership which, when granted, entitles him/her to use the designation letters—TFA.

Full details of the Association's educational requirements, regulations and syllabi may be obtained from:

The Secretary,
Association of Technicians in Finance and Accounting Limited,
55 Catherine Place, London SW1E 6HS
Tel. 01-828 7861

PROMOTING YOUTH MUSIC

Don't miss the opportunity to attend this unique concert/conference, sponsored by Music in Education, at the National Festival of Music for Youth, Fairfield Halls, Croydon, July 14, 1978.

Details available from:
Miss Sally Pimley
Music in Education, 4 Little Essex Street, WC2
Telephone 01-838 6833, extension 211

In brief

Poly-industry link scheme on trial

A new scheme to encourage co-operation between employers and polytechnics or universities has been announced by the Science Research Council. The scheme requires joint research by an academic and industrial partner, with the industrial partner matching the SRC's financial support with cash and expertise. Any resulting patent will belong to the industrial partner who will pay an agreed royalty on successful exploitation. Funds of up to £1m a year have been earmarked by the SRC for the three-year trial period and grants may be sought in all the biological, engineering and physical sciences for which the council is responsible.

£2m for computer

The Computer Board is to fund a new £2m computer for Bath and Bristol Universities. The two universities have agreed to pool their resources to acquire a single large machine to be run jointly as an Avon Universities Computer Centre. Once installed the universities will have one of the largest "interactive" computers in the United Kingdom, allowing users to type out complicated numerical questions in front of video screens and get back instant answers. At present Bath University has to send out 80 per cent of this kind of computer work to outside facilities.

Accountancy chair first

Durham University is establishing a chair of accountancy this autumn. The chair, to be held in the department of economics, is sponsored by chartered accountants Spicer and Peggler, and is the first chair to be supported by a firm of accountants in this country.

Agriculture scholarships

The Department of Industry has created 15 industrial scholarships in agricultural engineering at the National College of Agricultural Engineering for the 1978-9 academic year. The scholarships will offer postgraduate training to engineers and managers preparing to enter the agricultural engineering sector of manufacturing industry. The scheme is expected to cost £20,000 and will be administered by the Agricultural Research Council.

More go for building exam

Three thousand, eight hundred candidates sat the Institute of Building's licentiate and final examinations in the year 1977-78, the highest number since 1973. Two hundred and ninety-one candidates applied to take the final examination part 111 compared with 117 in 1976 and 148 in 1975.

Carving of dodo wins

The first Ron Lane Memorial Woodcarving Competition, for Hampshire school children, has been won by 15-year-old David Hinton of Southampton with a high relief carving of a dodo. The competition was set up in memory of the New Forest wildlife wood sculptor Ron Lane, who died in 1976. Judges included wildlife photographer Eric Hosking and marine artist Robert Gillmor.

Talking holiday

Three hundred Lancashire children are to take part in a 10-day summer holiday scheme designed to improve their command of English. The children, aged between eight and 10, will attend the Holiday Language School Project at schools in Bolton and Farnsworth. The project has been running for seven years. Last year about a third of the children attending were immigrant children.

Sport

Swim team picked for World School Games

A team of 24 has been chosen by the English Schools Swimming Association for the World School Games in Izmir, Turkey, on July 18-24. Many of the leading school-age swimmers are bound for the Commonwealth Games in Canada in August but the Izmir team is still full of talent.

Half of them are medalists from the ESSA championships at Coventry—such as Millfield School's Kevin Pacey, winner of the medley, and Ian Collins, the backstroke champion. Collins is also down to swim the 400 metres

freestyle and will presumably swim in at least one relay at the Games. Katy Archer (Godolphin and Launceston School, London) will also tackle two individual events and relays. She will swim the 100 metres butterfly, alongside schools champion Julie Whitehouse (Harrow School), and the backstroke. Katy will have the company of her sister Joliet, chosen for the relays. The party will be headed by ESSA secretary, Mr Fred Ushaw, of Millfield School, Plymouth, who will be accompanied by Miss Barbara Jackson (Nunbury Wund School, Worcester) as chaperone.

Olympics girl wins beam event

The finals of the Outline Gymnastics championships at Crystal Palace, London, went according to form with the leading girls taking the prizes.

Olympic competitor and national senior champion, 18-year-old Susan Chesche Chesbrough (New Longton School, near Preston) won the beam event and another member of the senior squad, Karen Robb (Culver Valley High School) was best in the vaulting competition. Earlier in the year Miss Robb, aged 17, won the important Champions Cup tournament.

Gillian Hodgson, the 16-year-old national schools champion from Kesgrave High School, Ipswich, was best in the floor exercises and Catherine Brooks, 16, from Tameside, who won the asymmetric bars event.

With both Miss Chesbrough and Miss Brooks as winners it was inevitable that the North West won the team competition. Kay-Metzer Ltd, happy with the success of the first schools acrobatics and tumbling championships in March, are to back the enterprise for a second year.

Maps out in Bristol

Some 150 boys and girls arrived with maps and compasses will try to find their way round the Ashton Court park area of Bristol on Sunday.

They are members of 50 teams taking part in an inter-school relay organized by the Avon Schools Orienteering Association, probably the most active grouping of schools

dedicated to this sport.

Avon are fortunate to have the backing of Tower Scaffolding, a Bristol-based company, with whose support they have been running events since early this year.

There has been a big jump in Avon affiliations—from 16 schools in January to 32 now, probably more after Sunday's competition.

Tomorrow's people get first taste of success

The first schoolchildren awarded in the Tomorrow's People campaign of the Physiological Association were given their certificates of achievement in London this morning.

They were the best 48 in Kent, Surrey and another 150 pupils who received their certificates at ceremonies in 11 other schools including Belfast, Cardiff and Glasgow.

The Tomorrow's People award, sponsored by the Westminster Bank, is for senior secondary school pupils who have made the most contribution to PE in their own schools.

New man on Sports Council

Mr Denis Howell, Minister of Education, has announced the appointment of a new member, Professor Patrick Rodgers, to the Sports Council. Professor Rodgers, a former University of York and a member of the Yorkshire and Regional Council for Recreation, will replace Mr. J. H. Rogers, who has resigned.

Reports by Sir...

Programme out of control?

Colin Ball fears that the needs and interests of young people may not be given priority under the new Youth Opportunities Programme



The ministerial go-ahead for the Youth Opportunities Programme established the programme for five years, thus giving it the degree of permanence demanded by the fact that youth unemployment is not going to go away. The announcement sounded the death knell for "job creation" for young people, since the Workings Party on Young People and Work had argued that they do not benefit much from temporary, albeit well-paid, jobs.

The new provisions aim for more useful benefits: "temporary work" is out, "work experience and training to improve employability" is in. The bonus is that the cost per head of the "new" could be less than the "old" in many cases. So whatever was provided could be made to go further.

Ministers in giving the go-ahead produced a handsome cheque for the Manpower Services Commission's special measure for young people: £1,000m over the next five years, with most of it to be spent on the new Youth Opportunities Programme. This would by opportunities in the programme which could benefit not far short of a quarter of a million young unemployed people, aged under 18, a year.

But ministers crossed the cheque with an endorsement: "No school-leaver of one year to go without the offer of a suitable opportunity in the programme by the following Easter." This "Easter guarantee" provides a starting point for consideration of some of the important issues that have emerged in setting up this "unique, imaginative and far-reaching programme".

Although the programme is very different in intent from the Job Creation Programme, there is one important way in which it is similar. The commission and those who run the programme do not and cannot provide any opportunities for young unemployed people, except those on training courses run directly by its training services division.

For the most part the programme administrators are facilitators, not doers. The direct sense, they simply encourage others—who are called sponsors—to provide the opportunities. These sponsors are the "doers" who provide the opportunities. They have the responsibility, in the practical sense, but it is the commission's civil servants (and there are not all that many of them) who are accountable for its success or failure. Several points emerge from this.

Clearly it is good to avoid a super-bureaucratic, highly institutionalized approach on National Health Service lines, where the provision is directly operated by spreading responsibility far wider through the indirect system of sponsorship. But this introduces the possibility of tension between the sponsors who deliver the goods to the young and work closely with them, and the administrators and civil servants, who are accountable to government ministers, who have all the standards and who, above all, have to plan and secure targets, such as the "Easter guarantee". All this means the administrators have the power.

The doors have responsibility for providing the opportunities, but no power. The facilitators have the power, without any practical responsibility to directly provide any opportunities. The commission is regarded by many in Parliament and Whitehall as a "big employer, with a large budget, the reaction in the commission is understandable: there must be no possibility of scandal, overgenerosity and loss of control in the youth programme.

So the result is tension, and there are many aspects to it. In spite of these features, the programme is trying to do what one might call a "rules and methods" approach. It is using terms "criteria" and "guidelines", which are slightly more flexible, less conditional.

There are fundamental differences between the old measures and the new "training and work experience" scheme. The difference between a "temporary"

but apply those that do help him as rigid rules and regulations. Give the same guidelines to the sponsor, the doer, and he will interpret it as a licence to do anything. This tension can lead to pointless and unproductive conflict.

The business of guidelines and criteria deserves closer inspection, particularly in the context of the four different kinds of sponsored work experience schemes which make up one side of the programme's provisions. These schemes may be on employer's premises, on construction-environmental projects, on personal community services or in small workshops.

The working party commissioned a number of surveys—of young unemployed people, of young people in general, and of employers—and from them useful evidence emerged about what helps young people become more employable, both in their own view and in the view of employers.

The evidence, together with the (then) existing knowledge of work experience, forms the basis for the criteria and guidelines given to sponsors about what each opportunity should contain and aim to do: things like proper induction, a broad range of different types of experience, within a scheme, full personal support and counselling, and whatever associated training and education is needed and relevant, from help with literacy to attending academic or vocational courses. Provided the criteria and guidelines are applied and adhered to, all this seems satisfactory.

But when it comes to the question of who, rather than what, there is little in the way of criteria or guidelines. All that exists is a rather mysterious "core plan", which each of the 28 administrative areas of the new programme have to produce and use as a basis for their actions each year. This may help at least to plug for the needs of less able, black, physically handicapped or female young people, all of whom are in need of special attention.

But that is about it, and it is a rather intangible "it". The programme's application forms ask likely sponsors nothing about who as opposed to what, and the forms of notification sent to the careers and employment services, who have to do the recruiting for the programme, also say nothing about who. This is worrying.

On both what and who, guidelines may not be enough. There may still result a "licence to do anything". What could this lead to?

There are fundamental differences between the old measures and the new "training and work experience" scheme. The difference between a "temporary"

youth programme and a (more permanent) youth programme is extremely important. In a jobs programme it is the needs of those jobs, or satisfying the interests of the sponsors, which come first. Create jobs, find people to fill them.

But in a youth programme it is the needs and interests of young people which should come first; those of the organizations, firms and institutions who sponsor schemes should take second place. The Holland report itself is quite clear on this. It says: "The new programme must be designed to meet the personal needs of individual unemployed young people as they seek to secure permanent employment."

So the need is to find young people, and create suitable opportunities around them. In some cases the self-interests of sponsors, and the opportunities which in consequence they provide, are compatible with the needs and self-interests of young people. This is particularly so where the sponsor has skills in dealing with young people, and has acquired the kind of sensitivity required to pinpoint and respond to needs.

One element of the parallel Youth Opportunities Programme in Northern Ireland comprises Youthways courses. These appear to be imaginatively designed, operated with sensitivity and, indeed, aimed at responding to broader needs among young people than simply the need to secure a job. But why have so few courses actually been run? Because the ability to provide the courses is limited by the numbers of people around who can run them with the appropriate skills and sensitivity.

More of the necessary skills and sensitivity does not lead to the simple conclusion of no provision when there is political pressure on administrators. It leads to putting qualitative objectives aside in favour of quantitative ones. As a result there is so additional source of tension between some at least of the doers and facilitators. For just as power and responsibility are divided unevenly, so too is the relative concern for quality and quantity.

This tension may only apply to some of the doers, because one consequence of putting concern for quality aside may be to allow sponsor self-interest, the licence to do anything, to continue. This self-interest can be manifested in two ways: a lack of concern for whether the opportunity is inherently satisfying to the young person recruited to fill it, and/or on over-concern for ensuring that the recruit is of a high standard—mature, well-qualified, in a word, safe.

It all seems to amount to the danger that an imaginative programme could

become a less-than-imaginative one, and the potential for further tension between the doers, with the responsibility and wish to retain a concern for quality, and the facilitators, with the power and the concern for quantity they have to have. In this tension, it may well be the self-interested sponsor who flourishes. So how can the programme meet both qualitative and quantitative targets? The obvious answer is: have rules not guidelines.

But this is not acceptable, for political and practical reasons, as I have suggested already, and it is professionally impossible at present because the monitoring of quality requires the same kind of specialist skills needed among doers, and these are not available among the facilitators at present.

A less obvious answer is in the direction of power as well as responsibility sharing, so that self-interests among sponsors are neutralized by the impact of other rather than through dubious "manageable" rules. In other words, there is the need for a structural change in this programme if it is to achieve its ambitions, though undeniably relevant and useful objectives. Even in the absence of MSC policy to take place in Essex, for example.

My impression of the Manpower Services Commission people doing the work out in the areas is that of a group of people who would, for the most part, be both willing and able to work in full partnership with the many interests involved at local levels. It is the middle levels who produce the arguments against fuller power-sharing through cooperative and partnership arrangements at a local level, by talking about Parliamentary and Ministerial accountability.

I suppose one must sympathize, given the exposed position of the commission. But the Home Office gave out millions through the Urban Programme without too many monitoring and accountability worries. The Department of the Environment and others seem to have discovered that central government money need not just be given away, ad hoc and indiscriminate, but that it can be used as a carrot to force a collective approach on those who might, operating individually, simply let their own interests rule.

It is those self-interests, not the commission, that are the enemy of the young unemployed. The commission can only be blinded for a reluctance to blow the whistle. Why not try the carrot instead?

Colin Ball was formerly consultant at the Home Office Voluntary Service's Unit. He was subsequently involved in the design and implementation of the Youth Opportunities Programme. He is now adviser to the MSC.

Spend Half Term in Ruins. TES HOLIDAY OFFER.

The TES has arranged a special package holiday to Classical Greece to coincide with half term. Two dates are available: from October 21 to October 26, or from October 28 to November 4. The cost is £169.00. Where you go: Day one: Fly by scheduled flight from London Heathrow to Athens. Coach from the airport to the Hotel Grand. Dinner on arrival. Day two and three: Breakfast—then each day, free time to see the sights of Athens. Day four: Breakfast—then depart for Corinth and see the Corinth Canal and visit the archaeological site and museum. Arrive at a hotel in Argos and spend the night. Day five: Breakfast—then depart for Epidauri to see the Temple of Asclepius and the ancient theatre. Day six: Breakfast—then depart for Mycenae and see the Lion Gate and the Treasury of Atreus. Day seven: Breakfast—then depart for Mycenae and see the Lion Gate and the Treasury of Atreus. Day eight: Breakfast—then depart for Mycenae and see the Lion Gate and the Treasury of Atreus. Day nine: Breakfast—then depart for Mycenae and see the Lion Gate and the Treasury of Atreus. Day ten: Breakfast—then depart for Mycenae and see the Lion Gate and the Treasury of Atreus.

and the treasures. On to the museum, which includes the magnificent pediment and metopes from the Temple of Zeus. Lunch at the hotel and then depart for Mycenae and the ferry crossing to Argos. Arrive in Delphi for dinner and overnight accommodation at the Hotel Pythia. Day seven: Breakfast—then a visit to the museum and the site at Delphi with one of the most staggering views in all Greece across the sacred plains to the glittering blue gulf of Corinth and the Peloponnese beyond. Lunch at the hotel then depart for Athens. Accommodation at the Hotel Grand. Day eight: Breakfast—then depart for Athens Airport for the return flight to England. The £169 package includes: Return flights on a scheduled flight from London Heathrow to Athens, and transport between Athens and its airport. Three nights guided coach tour (a half four days) on full board. Four nights bed and breakfast at the Hotel Grand, Athens.

Send the coupon for a brochure giving full details of the TES Holiday Offer to: Page and May Ltd, 136-138, London Road, Leicester LE2 4EN or Dring Leicester (0533) 552521. Please send full details of The Times Educational Supplement Classical Greece holiday offer to:

Name: _____ Address: _____

Name: _____ Address: _____

WOL 1338C TES/45 JUN 78/8V

Peter Stokes believes librarians should cut themselves loose from the goals of school, and set up alternative learning networks

These functions are reflected in the attitudes of some teachers toward library services, and although it may be unfair to

There are teachers who do provide adequate references, but all too often groups of students will be directed into the local library for a spot of self-motivated learning, to find that only one or

. You could (and can) research into pro-
socratic philosophy or get hold of the
full text of Jimmy Carter's last speech

If we take the path to the left, the lungs will continue to supply service

THE UNIVERSITY OF CHICAGO

Knok back at the model Illich suggests. It is very gutsy. It has great variety and flexibility. It is local. It is designed for the needs of real people who want to learn about the world and about themselves, rather than somnolent students in training for the ad-nass society. It does not bear much relation to the timorous aspirations of public librarians today, as they cast around vaguely for a role in a world where learning and libraries are both expendable.

Photograph by Richard and Sally Green

Charles Hannam explores ways in which books and adults can help children come to terms with matters such as sex, violence and death

This may be a device to hide their unease, having learnt that communication between father and children is a tricky business. But this is not always the case. My 13-year-old son mentioned casually that he had read *Fear of Flying*. I asked him whether he had not found the sex-matters discussed a bit advanced for his age. Ha replied with an Italianate, slight

Violence brings even greater difficulties. The revelations of Nicholas Berthel, *Last Secret*—the forcible and unselective repatriation of Ukrainians and other Russians back to Stalin's Russia in 1945—were deeply shocking on several levels. They have shaken my faith in a people and a government which I admired, and for whom I was prepared to fight in the war (I came to England as a refugee from Germany in 1939). For most of us, Anthony Beel was the ideal man, a gentleman who not only dressed well but who, bad hair and this was monstrous, I can see now that this was a pity, of a politician who served a system which

But I felt a sense of despair. We
that is all of us who thought
decency had been our prerogative—
behaved just as badly as the enemy. The
evil is within us too and we must recon-
cize it.

Death provokes a similar quandary. You
talk about it endlessly in history lessons.
There is death and there are executions.
She was taken to the Tower and exe-

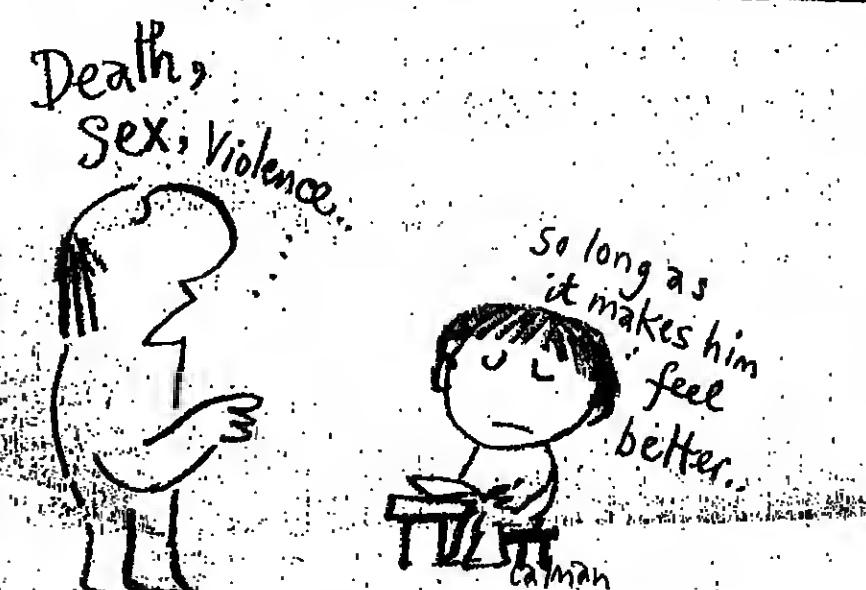
But we are so full of ignorance about all these topics. We hardly know how we ourselves coexist in a world that is so exploitative, and this will coexist these children and our pupils. Could we really exploit these basic aspects of life? My question is how can we help people to come to terms with a world that fear does not blot out all and ability to learn.

When I grew up, I said, and now I
wished to step outside my own circle
and look at the boy I had been and
I did not like very much, and tell
boys about him. I am not suggesting
every parent should do what I have
done, but by struggling with my own pas-
sion against these issues, what or
tell our children how much should
and how far should we go?

Turning to books, I felt some dissatisfaction with Ian Serraillier's *A Silver Sword*. Jan was a marvellous thief, but unlike most children he did it to survive; while the other children in the book were almost too good to be true. The violence of the occupation of Poland and post-war Europe are somehow evaded, and there is a happy ending, possibly because there

Susan Cooper in *Dawn of Few* deals beautifully with the death of a friend, the boy Derek's unbelief. "He thought of Pete coming up the road, after breakfast, to call for him, and found himself listening despairingly for the knock on the door. When I have asked about my book, and these feelings about young people it seems that reading about an experience like Derek's is a preparation for disaster, or leads to the rolling of the event. We can learn about ourselves by reading, and if at that particular moment, the ex-

Charles Harnung is senior lecturer in education, School of Education, University of Bristol, and author of *A Boy in Your Situation* (Andre Deutsch).



کتاب من المجلد

Focus on cameras

DAVID KILPATRICK on buying a first camera

Buying a first camera for a middle or secondary schoolchild is not the easiest of tasks, a balance of versatility and complexity is hard to find. There are also two opinions on the use of schoolchildren can make of the camera: the technical one, which sees the photographic process as a vehicle to teach working methods and some scientific principles, and the artistic one, which sees it as a means for self-expression.

The demands of these two sides are different. You can not begin to teach the technical aspects of photography with a camera which is made by most nine-year-olds and is large enough to handle with ease. The compact "pocket Instamatic" size 110 is popular, but has serious disadvantages for teaching photography. The film is impossible to handle adequately in a normal classroom, the effect of focusing is scarcely noticeable and the print size is usually limited to postcard. Colour slides are so small that a projector is needed even for casual viewing. An ideal size for schools is still 120 rollfilm.

Satisfactory compact prints can be made by most nine-year-olds and are large enough (16x6cm to 6x9cm) for easy viewing. Fortunately this size is not totally obsolete and there are two excellent cameras available producing 6x6cm negatives. One roll of film generally costs about 60p, produces 12 pictures (a good number for finishing the roll without waste) and is moderately easy to process.

A good choice for teaching photography to young pupils at low cost is the Russian 6x6cm twin-lens reflex camera. It is usually available for less than £8. The Lubitel has simple but valuable adjustments which give clearly visible effects—a range of shutter speeds and apertures, and focusing which allows a precise preview of the negative on the large rear viewfinder screen. Two or three children can examine this view at the same time, with the camera at waist-level on a tripod. The way that a lens forms an image can be studied through the viewfinder. The Lubitel is also very cheap but also tough, and makes high quality pictures when used proficiently.

The Chinese Seagull 6x6cm twin-

lens reflex is more convenient for the serious photographer and has a full professional specification. Nevertheless, it costs under £50 and the basic version can be found for as little as £30. These prices compare extremely favourably with other camera types. The advantages of the Seagull are the same as those of the Lubitel 2, and sixth-formers would be more likely to appreciate the increased specification.

The main film format used today is 35mm, which produces an easily handled roll of negatives. There can be from 12 to 36 exposures, or any number from 6 to 40 if the school has a darkroom and can use film transferred to standard cassettes from bulk lengths (5 to 30 metres) at reduced cost. The price of cameras with ordinary window viewfinders starts at about £15, but for teaching photography either on technical or artistic levels the single-lens reflex is a real asset. With the SLR system, the actual image formed by the taking lens is viewed through a closed optical finder. The precise composition, the effect of changing the lens aperture, the effect of colour filters, and the use of wide angle or telephoto lenses can be seen clearly by users, although only one pupil at a time can view through the camera.

Single lens reflex cameras are not necessarily expensive and they appeal to all age groups. Even a nine year old can handle an SLR camera. The best value for money is the Chinese Seagull DF, a copy of a late 1950s Japanese Minolta SR model. It costs only £50 but has a good, fast, standard lens and a full range of shutter speeds to 1/1000. It also has a lens mount which is quick to use and accepts easily available Minolta bayonet lenses. The next choice is the rather more basic Russian Zenith E-Mat about the same price as the Seagull. It has a better lens, faster shutter speeds, and a screw thread mount which will fit a great many secondhand lenses. This

As a guide, early Zenith reflexes should cost between £15 and £25 (C, 3M, B, and E in order of ascending price). Early Praktica models cost as little as £13 to £40 (FX, FX2, Pentaxcon FM, Nova, Nova 1, Nova 1B, Supar TL and Proklicom in order of ascending price). If possible, look for lenses of Tessar, Orator, Pancular or Pentaxcon label on East German cameras. Avoid lenses labelled Doublet, Biotar, Trimonor or Meritar, which may not satisfy your requirements. Japanese models which should be obtainable for about £50 with interesting lenses include the Pentax Spotmatic, Minolta SR-101, Canon FTB and Nikon FE. The latter is slightly less than £50 and should be able to buy a Pentax SLR, SR-2, SR-1 or SR-7.



Zenith B is cheaper and simpler, and better for teaching on the lens aperture has to be closed down manually for each exposure (the failure rate is higher, though, which makes it more of a challenge). The East German Praktica range is now rather expensive and not as durable as either of the makes already mentioned. The Praktica L is a possible choice, costing about £60 and takes 1/128 Tessa lens.

There are some good cheap cameras from Japan but they are hard to find. The Ricoh Single 500 has a solid cast-alloy body and is large, heavy and clumsy. Ideal for school use. It costs about £70 and has a built-in meter. Other good buys at about this price level include the Mamiya MSX 500, Cosina Hilita, Ricoh Singlex TLS, Chinon CS, Exakta 500 and Sigma. The best way to acquire a permanent and lasting SLR by buying secondhand. Care is needed in choosing models, but the savings can be considerable.

As a guide, early Zenith reflexes should cost between £15 and £25 (C, 3M, B, and E in order of ascending price). Early Praktica models cost as little as £13 to £40 (FX, FX2, Pentaxcon FM, Nova, Nova 1, Nova 1B, Supar TL and Proklicom in order of ascending price). If possible, look for lenses of Tessar, Orator, Pancular or Pentaxcon label on East German cameras. Avoid lenses labelled Doublet, Biotar, Trimonor or Meritar, which may not satisfy your requirements.

Japanese models which should be obtainable for about £50 with interesting lenses include the Pentax Spotmatic, Minolta SR-101, Canon FTB and Nikon FE. The latter is slightly less than £50 and should be able to buy a Pentax SLR, SR-2, SR-1 or SR-7.

Materials for multi-racial teaching

Reprinted sections from *Educational and Community Relations* are available from the Commission for Racial Equality. They include letters which give bibliographies, subjects such as "Teaching in multi-racial primary schools", "Teaching about Islam", "Teaching about Africa", "Teaching about records", "Teaching about games, media and shop", as well as books.

The commission also provides information for teachers, including a leaflet on public library materials for a multi-cultural society, gives suggestions on setting up vision for various ethnic groups.

The leaflets are obtainable from Ronnie Wilson, Commission for Racial Equality, Elliot House, 10/12 Arlington Street, London SW1E 5BT.

Trail blazers

A joint venture by the Nuffield Trust and Shaftesbury Teacher Centre (representing Dorset and Wiltshire L.E.A.s) has produced a pilot version of the Shaftesbury Trail.

School parties or family groups using the trail are given a map, booklet with questions to answer, drawings to fill in and a checklist.

The trail is designed mainly for use by 11-13-year-olds but could be used by older children.

Further information from: Mr. R. Burr, National Trust, Shaftesbury, Dorset.

Molecular weight

A syringe oven has recently been introduced by Griffin & Sons and is said to make determining molecular weights of liquids very easy. The oven can be used with liquids with boiling points up to 100°C. It is heated by 100W lamp, and is equipped with a built-in thermometer. The oven cost £37.50. Griffin & Sons Ltd, 285, East Road, Alton, Wokingham, Hants RG24 1HJ.

Computers

Tables on time

GEOFFREY BALLS on timetabling with the aid of a computer

Timetabling is of central importance to the management of secondary level schools. It directly affects the suitability or quality of education and choice of curriculum. A bad timetable can result in discontented staff and pupils, poor curriculum, disappointing academic results, and wasted resources.

Constructing the timetable is a difficult and time consuming operation and it is becoming more complex as educational objectives multiply while expenditure is tightly constrained. Timetabling can involve two senior members of staff full-time, for almost all of the summer term (not including the following clerical work). It is therefore not only important but expensive.

The sheer magnitude of the timetabling problem in modern comprehensive, in terms of possible combinations of teachers, pupils, space, time and equipment, that compels all but the most exceptional timetablers to make use of models. One cannot ignore the value of diagrammatic and physical models, but I believe that computerised models are superior, provided they are easy to use, in particular with the usual difficulties of access and control over local authority computers operating a batch service.

Cost effective?

The pertinent question is therefore: are computer based timetabling aids cost effective? It is at this point one meets the problem of balancing expenditure on computers against the national saving of staff time. Let me correct the impression that computer timetabling is some black box in which the place lesson requirements at the top and the timetable falls out at the bottom. Timetabling is a compromise between educational ideals and practical possibilities. It provides a tool for use by the timetabler, albeit a sophisticated one. If no good solution exists for a given set of requirements, then the computer cannot find one. All it may do is help you—the timetabler—to recognise the difficulties early on.

As the inconclusive results of the LAMSAAC trials demonstrated, it is difficult to assess the reliability of the systems. However, in my experience timetablers who have had a go wish to continue, which suggests they find computer timetabling reliable. Of course the degree of success a timetabler has will be dependent upon the system he uses. The particular problem he faces in his school. As yet, for instance, there has been no totally satisfactory solution to the split-site problem.

Up to this point, I have assumed that timetablers are familiar with computer timetabling, which may not be the case or it covers a range of activities.

At the simplest level there are timetabling, printing, programs, which avoid the tedious repetition of a manually produced timetable. Such programs will print timetables separately for the whole school, and for individual classes, departments and so on.

A more complex problem is that of grouping options chosen by pupils so that, compatible subject sessions, may be allocated to periods in the timetable. Such programs are very useful, but it is desirable to allow pupils to select their own courses.

It is the latter type, complete school timetabling, to which I refer. In this context, there are three systems available commercially: Norton, SPT's Timetabling System and Oxford School Timetabling System. Each has its own merits and demerits of these systems, particularly

for the new user, is specifying lessons in such a way that the computer will do what you want, with them. Complexities such as seating arrangements, or ensuring a laboratory lesson follows a theoretical one are typical. Therefore, the process is very straightforward, if at times repetitive. It involves responding to problems identified by the computer system.

In very general terms, the system can be divided into the following phases:

① Data Encoding and Validation: Collecting the timetabling requirements and ensuring they are correctly put into the computer.

② Consistency Checking: Checking that teachers and classes are correctly linked and that no lessons can logically fit into the working week.

③ Scheduling: Constructing a timetable by using a heuristic or mathematical algorithm which allocates a lesson to a time period in the week.

④ Timetable Editing and Printing: "Editing" allows the timetabler to override allocations made by computer. "Printing" produces timetable diagrams such as those described above.

Savings in time and effort can be made using the computer's proficiency in carrying out clerical tasks, such as validating data and timetabling complex searches, such as those involved in consistency checking and timetable construction.

Further savings are possible when a computer system is used over a few years. Not only do timetablers become more proficient but the roll-on (year to year) effects of the timetabling make data collection much simpler.

Manual timetabling construction is necessarily a stage by stage process, involving the progressive degradation of qualitative aspects of the timetable. In many instances it is impossible to back-track and rearrange complex parts of a timetable, because of the time constraints. Computer timetabling provides the opportunity to recognize problems in advance—using diagnostics produced by the consistency checking phase one may explore implications of various policies which are superficially attractive, and the computer system can rapidly attempt a different type of solution at a late stage in the light of unforeseen circumstances.

Computer timetabling, by reducing the burden of construction, provides time for more planning and the generation of alternative timetables, from which the most appropriate can be selected.

are the main cause. At a time when even teachers' jobs are threatened it is not surprising that educational authorities and schools find it difficult to spend money on such an apparently nebulous matter as improving schools' ability to timetable.

The pricing of the systems has also made it very difficult for schools in the smaller authorities to use them. Installation on local authority computers is expensive and not really likely to be economic if less than five schools are likely to use the system.

Larger authorities who have bought or entered leases have been disappointed not so much by the technical capabilities of the systems but their difficulty in use. The greatest problem has been the difficulty in completing timetable construction in the time allowed.

Design failure

There are two reasons for this. First, a failure in design, insofar as the older systems had no immediate control over the execution of jobs on the computer. Also the amendment of data, which is required frequently throughout the process involves the timetabler in punching cards or instructing computer staff to effect changes.

Second, the timetabling systems have been installed on busy local authority machines, such as those of the polytechnics. In some cases there has not been adequate staff or organization devoted to timetabling. The school users have to compete for machine time. Often they are restricted to use out of school hours because of the large size of the complex programs in the timetabling systems.

These factors produce delays and, taken together with the usual problems, inevitably human errors associated with computing, mean that there is a substantial time lag between submission of jobs and the eventual receipt of information. It is too much to hope that each school will have its own computer sufficiently powerful to perform school timetabling. An alternative solution in the meantime is "interactive computing" using the school terminal linked by telephone line to a central computer.

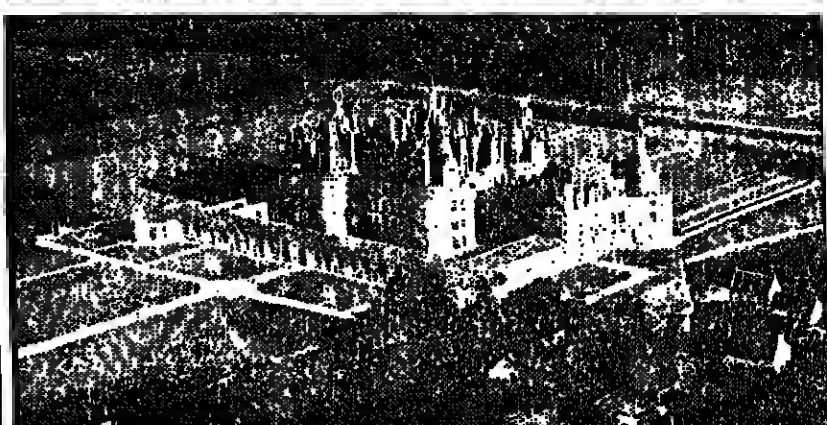
This direct and immediate method of communication ensures the timetabler has direct control over the computer system, but without the need for experience in computing.

Computer timetabling systems are just another tool, a way of modelling a school, but a superior one. These systems can help in the construction of a timetable but why not use them for longer term planning as well? By reducing the chore of timetabling it becomes possible to investigate the implications of changes in curriculum and fluctuations in pupil intake, in a sensible quantitative manner. Unfortunately, the stumbling block at the moment is money. It is not so much that costs are high as that new additional budget allocations are difficult to come by.

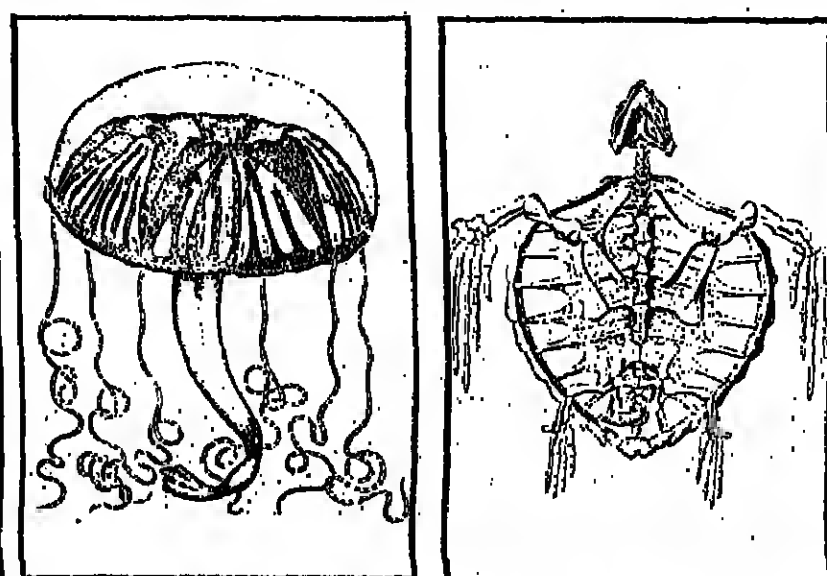
The Computer Assisted School Timetabling project report to be published by the Local Authorities Management Services and Computer Committees.

The Nordata system is available from RIPA, Hamilton House, Moulton Place, London WC1. The SPL Timetabler is available from National Computing Centre, Oxford Road, Manchester M1 7ED. The Oxford School Timetabling System is available from Oxford Systems Associates Ltd, Banwell House, 1-5 Broad Street, Oxford OX1 3AQ.

Geoffrey Balls was formerly a lecturer in Management at Southall and is now a systems analyst with Oxford Systems Associates Ltd.



"The Environment" in the case of Macmillan Education's latest "Our World" wallchart series means communities and community services, and not the natural world. There are 20 charts grouped under the headings "Homes", "Trade", "Services and Schools" and "Leisure", and four "admiral" charts for which additional notes are given on the back. Pictures and information relate to countries throughout the world. The pack costs £7.50 and is obtainable from Macmillan Education, Houndmills, Basingstoke, Hampshire RG21 2XS.



Two drawings from "Design Resource Sheets" collected and written by R. N. Biffington and J. R. Jeffery and published by Longman. There are three sets: "Form and Structure", "Creatures" and "Structures and Sections" from which three drawings are taken. Each contains 12 sheets and a reference table of suggested uses. Price: £3.00 a set.

Scientific club opens its doors

The CLEAPSE Development Group which provides information about school science equipment, particularly in the area of safety, has extended eligibility for membership to all local education authorities in England and Wales.

Membership of CLEAPSE (Confederation of Local Education Authorities for the Provision of Science Equipment) has until now been confined to authorities south of Cheshire, Greater Manchester, South Yorkshire and Humber. The development group, which provides no information service for the school, has always received inquiries from non-members, but the demand for information has increased with concern for laboratory safety.

The service now offered to teachers, technicians and county officers in subscribing authorities includes: a termly bulletin; 15 to 20 reports a year on the purchase, safe use and maintenance of equipment; a telephone and letter information service; monitoring of an authority's laboratories for mercury levels and fume cupboards for air speeds; talks and workshops on safety, maintenance of equipment, etc.

For further details write to: The Director, CLEAPSE Development Group, Brunel University, Uxbridge UB8 3PH.

For further details write to: The Director, CLEAPSE Development Group, Brunel University, Uxbridge UB8 3PH.

Identify yourselves!

Lookable selection of top quality colour slides, 35mm, 110, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

WEST SUSSEX

Scale 1 Posts

AVON COUNTY
EDUCATION AUTHORITY
PATCHWAY HIGH SCHOOL

(Dress 11. Mixed Comp
School. 11-18 years.
Number on Roll 1,200;
The school is on 61
grounds North of Bristol.
M4/M5 interchange.

will mail details of qualifications and names of references, enclosing S.A.E. #7988.

Required for September
DATE TEACHER of EN
shore teaching of all ages
titles including Sixth Po

life local small town r
elevated between Bath and
dip.
Apply to Headmaster as
possible (naming two refer
tial obtaining full details
first).
Nor. SEC. 103, 9/1019,
BARNET
(London Borough)
HOSPITAL SCHOOL
Care Dept., 111, NW
Telephone 01-855 437
Dirk Comprehensive, 11
Hol. 1, 008 6th Form
1978, September 1978
CNER of ENGLISH to be
fact to lower-school, G.C.
Barnet, Middlesex, and is
Bth Form C.B.E. etc., G.C.
ination work may become
to suitable qualified samp
was done in this de
of nine, Scale 1,
Payment of removal etc.

[illegible]

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
(13 to 15; Comprehensive)
Required for September 1971.
**BOYS' ECONOMIC and NEEDLE-
WORK** Scale 15 New Home Economics
and Needlework with basic
text, teacher's booklet and basic
text in each part. Economics to
C.S.E. and Needlework to
Medium to Lower Sixth classes.
Letters of application, outline full
course, price and name and
address of supplier, should
be forwarded immediately to head-
master, Warley High School, Church
Warley, Walsall, Staffs.

1. **Abstracts** of theses and dissertations should be prepared in accordance with the following guidelines:

1. The abstract should be a brief summary of the thesis or dissertation, not exceeding 10% of the total length of the document.
2. The abstract should be written in a clear, concise, and objective manner, using simple, direct language.
3. The abstract should be written in the third person, using the passive voice.
4. The abstract should be written in a single paragraph, with a maximum length of 100 words.
5. The abstract should be written in a standard font, using a 12-point font size.
6. The abstract should be written in a standard font, using a 12-point font size.
7. The abstract should be written in a standard font, using a 12-point font size.
8. The abstract should be written in a standard font, using a 12-point font size.
9. The abstract should be written in a standard font, using a 12-point font size.
10. The abstract should be written in a standard font, using a 12-point font size.

WATSON, **WILLIAM**
 METROPOLITAN GROWTH
 DISTRICTS COMMITTEE
 BRIDGE ROAD SCHOOL,
 LONDON ROAD, WATFORD, WOOD,
 VIOLETT
 10 to 12 Comprehensive, 1.175 on
 roll, 103 in Sixth Form.
 Secured for September 1978
 Proposed GRADUATE TEACHER
 to undertake responsibility of
 school in the English Depart-
 ment.
 Application for the above posi-
 tion should be made by
 letter to the Teacher in the
 school giving the names and address
 of the referees and enclosing
 an S.A.S.

11. J. Jones, B. Sc.,
 12. J. Smith, Esq.,
 13. J. Doe, Esq.,
 14. J. Brown, Esq.,
 15. J. White, Esq.,
 16. J. Black, Esq.,
 17. J. Green, Esq.,
 18. J. Grey, Esq.,
 19. J. White, Esq.,
 20. J. Black, Esq.,
 21. J. Green, Esq.,
 22. J. Grey, Esq.,
 23. J. White, Esq.,
 24. J. Black, Esq.,
 25. J. Green, Esq.,
 26. J. Grey, Esq.,
 27. J. White, Esq.,
 28. J. Black, Esq.,
 29. J. Green, Esq.,
 30. J. Grey, Esq.,
 31. J. White, Esq.,
 32. J. Black, Esq.,
 33. J. Green, Esq.,
 34. J. Grey, Esq.,
 35. J. White, Esq.,
 36. J. Black, Esq.,
 37. J. Green, Esq.,
 38. J. Grey, Esq.,
 39. J. White, Esq.,
 40. J. Black, Esq.,
 41. J. Green, Esq.,
 42. J. Grey, Esq.,
 43. J. White, Esq.,
 44. J. Black, Esq.,
 45. J. Green, Esq.,
 46. J. Grey, Esq.,
 47. J. White, Esq.,
 48. J. Black, Esq.,
 49. J. Green, Esq.,
 50. J. Grey, Esq.,
 51. J. White, Esq.,
 52. J. Black, Esq.,
 53. J. Green, Esq.,
 54. J. Grey, Esq.,
 55. J. White, Esq.,
 56. J. Black, Esq.,
 57. J. Green, Esq.,
 58. J. Grey, Esq.,
 59. J. White, Esq.,
 60. J. Black, Esq.,
 61. J. Green, Esq.,
 62. J. Grey, Esq.,
 63. J. White, Esq.,
 64. J. Black, Esq.,
 65. J. Green, Esq.,
 66. J. Grey, Esq.,
 67. J. White, Esq.,
 68. J. Black, Esq.,
 69. J. Green, Esq.,
 70. J. Grey, Esq.,
 71. J. White, Esq.,
 72. J. Black, Esq.,
 73. J. Green, Esq.,
 74. J. Grey, Esq.,
 75. J. White, Esq.,
 76. J. Black, Esq.,
 77. J. Green, Esq.,
 78. J. Grey, Esq.,
 79. J. White, Esq.,
 80. J. Black, Esq.,
 81. J. Green, Esq.,
 82. J. Grey, Esq.,
 83. J. White, Esq.,
 84. J. Black, Esq.,
 85. J. Green, Esq.,
 86. J. Grey, Esq.,
 87. J. White, Esq.,
 88. J. Black, Esq.,
 89. J. Green, Esq.,
 90. J. Grey, Esq.,
 91. J. White, Esq.,
 92. J. Black, Esq.,
 93. J. Green, Esq.,
 94. J. Grey, Esq.,
 95. J. White, Esq.,
 96. J. Black, Esq.,
 97. J. Green, Esq.,
 98. J. Grey, Esq.,
 99. J. White, Esq.,
 100. J. Black, Esq.,
 101. J. Green, Esq.,
 102. J. Grey, Esq.,
 103. J. White, Esq.,
 104. J. Black, Esq.,
 105. J. Green, Esq.,
 106. J. Grey, Esq.,
 107. J. White, Esq.,
 108. J. Black, Esq.,
 109. J. Green, Esq.,
 110. J. Grey, Esq.,
 111. J. White, Esq.,
 112. J. Black, Esq.,
 113. J. Green, Esq.,
 114. J. Grey, Esq.,
 115. J. White, Esq.,
 116. J. Black, Esq.,
 117. J. Green, Esq.,
 118. J. Grey, Esq.,
 119. J. White, Esq.,
 120. J. Black, Esq.,
 121. J. Green, Esq.,
 122. J. Grey, Esq.,
 123. J. White, Esq.,
 124. J. Black, Esq.,
 125. J. Green, Esq.,
 126. J. Grey, Esq.,
 127. J. White, Esq.,
 128. J. Black, Esq.,
 129. J. Green, Esq.,
 130. J. Grey, Esq.,
 131. J. White, Esq.,
 132. J. Black, Esq.,
 133. J. Green, Esq.,
 134. J. Grey, Esq.,
 135. J. White, Esq.,
 136. J. Black, Esq.,
 137. J. Green, Esq.,
 138. J. Grey, Esq.,
 139. J. White, Esq.,
 140. J. Black, Esq.,
 141. J. Green, Esq.,
 142. J. Grey, Esq.,
 143. J. White, Esq.,
 144. J. Black, Esq.,
 145. J. Green, Esq.,
 146. J. Grey, Esq.,
 147. J. White, Esq.,
 148. J. Black, Esq.,
 149. J. Green, Esq.,
 150. J. Grey, Esq.,
 151. J. White, Esq.,
 152. J. Black, Esq.,
 153. J. Green, Esq.,
 154. J. Grey, Esq.,
 155. J. White, Esq.,
 156. J. Black, Esq.,
 157. J. Green, Esq.,
 158. J. Grey, Esq.,
 159. J. White, Esq.,
 160. J. Black, Esq.,
 161. J. Green, Esq.,
 162. J. Grey, Esq.,
 163. J. White, Esq.,
 164. J. Black, Esq.,
 165. J. Green, Esq.,
 166. J. Grey, Esq.,
 167. J. White, Esq.,
 168. J. Black, Esq.,
 169. J. Green, Esq.,
 170. J. Grey, Esq.,
 171. J. White, Esq.,
 172. J. Black, Esq.,
 173. J. Green, Esq.,
 174. J. Grey, Esq.,
 175. J. White, Esq.,
 176. J. Black, Esq.,
 177. J. Green, Esq.,
 178. J. Grey, Esq.,
 179. J. White, Esq.,
 180. J. Black, Esq.,
 181. J. Green, Esq.,
 182. J. Grey, Esq.,
 183. J. White, Esq.,
 184. J. Black, Esq.,
 185. J. Green, Esq.,
 186. J. Grey, Esq.,
 187. J. White, Esq.,
 188. J. Black, Esq.,
 189. J. Green, Esq.,
 190. J. Grey, Esq.,
 191. J. White, Esq.,
 192. J. Black, Esq.,
 193. J. Green, Esq.,
 194. J. Grey, Esq.,
 195. J. White, Esq.,
 196. J. Black, Esq.,
 197. J. Green, Esq.,
 198. J. Grey, Esq.,
 199. J. White, Esq.,
 200. J. Black, Esq.,
 201. J. Green, Esq.,
 202. J. Grey, Esq.,
 203. J. White, Esq.,
 204. J. Black, Esq.,
 205. J. Green, Esq.,
 206. J. Grey, Esq.,
 207. J. White, Esq.,
 208. J. Black, Esq.,
 209. J. Green, Esq.,
 210. J. Grey, Esq.,
 211. J. White, Esq.,
 212. J. Black, Esq.,
 213. J. Green, Esq.,
 214. J. Grey, Esq.,
 215. J. White, Esq.,
 216. J. Black, Esq.,
 217. J. Green, Esq.,
 218. J. Grey, Esq.,
 219. J. White, Esq.,
 220. J. Black, Esq.,
 221. J. Green, Esq.,
 222. J. Grey, Esq.,
 223. J. White, Esq.,
 224. J. Black, Esq.,
 225. J. Green, Esq.,
 226. J. Grey, Esq.,
 227. J. White, Esq.,
 228. J. Black, Esq.,
 229. J. Green, Esq.,
 230. J. Grey, Esq.,
 231. J. White, Esq.,
 232. J. Black, Esq.,
 233. J. Green, Esq.,
 234. J. Grey, Esq.,
 235. J. White, Esq.,
 236. J. Black, Esq.,
 237. J. Green, Esq.,
 238. J. Grey, Esq.,
 239. J. White, Esq.,
 240. J. Black, Esq.,
 241. J. Green, Esq.,
 242. J. Grey, Esq.,
 243. J. White, Esq.,
 244. J. Black, Esq.,
 245. J. Green, Esq.,
 246. J. Grey, Esq.,
 247. J. White, Esq.,
 248. J. Black, Esq.,
 249. J. Green, Esq.,
 250. J. Grey, Esq.,
 251. J. White, Esq.,
 252. J. Black, Esq.,
 253. J. Green, Esq.,
 254. J. Grey, Esq.,
 255. J. White, Esq.,
 256. J. Black, Esq.,

right level
direction
village
uri her

right
level,
injec-
vities
sri her
atum
ether,
artney
Salap
ber y
muals
a an
with
digious
ser o
muv
it dis
fect, t
L.S
1.3 W
litate
and
haste

The entry group down the side of the building. Six and Col. Ithos S.E. The group was every one of the ones from the ca-ware, whom in 10 S.A.P.

le 3.
open
Head
linked
spoon
and
poly.
Ardu
reels
A.E.
and
cable
ro-
I ds

the
30-
475.
to
school
over
the
two

ough,
scale
of
k is

[illegible][illegible]

10

What's in a name? Continued from page 39.

with numeracy. Home budgets are part of their living. 'Value for money' is something they understand. We can work from there to develop the skills of numeracy.

"So, our subject can integrate with other disciplines and assist learning processes."

The public is worried, too, about the moral standards of the young. Home economics teachers share that concern. Their subject grapples with the problem and proposes help. Caroline indicates those sections of the various boards' syllabuses that involve ethics and morality: "Child care, family care—a really worthwhile section because the pupils become aware of the needs of others. Many schools run Mode 3 CSE child care courses."

Most recently, there has been emphasis on the need to educate the parent of tomorrow. Family and "child development" courses are more and more. In-service courses have been organized.

"Naturally, the functions of the welfare state must be properly understood in this 'child and family care' approach. The social services, voluntary services, health provisions, citizens' advice units are part of family life. They all come, then, under the umbrella of home economics."

Indeed, the subject begins to seem more an agenda for a generation than a series of "practical" sessions around a classroom stove.

"If a child has followed a home economics course, he or she will have received a sound 'preparation for life' and should become an independent, self-reliant member of the community. Even the failures will know where to get help."

The panel has monitored developments on the 18-plus research programme—the studies based on the N and P proposals. It has discussed "rational time-keeping" in home economics at Advanced level coming into use this month. There is particular concern about the omission from the consultative document Education in Schools, of "any direct reference to home economics and its teaching in schools."

They have argued for better financial provision for home economics and needn't form a major and integral part of their learning activities by providing everyday re-

levant experience from which cognitive, aesthetic, scientific, technological, social and manipulative skills may be developed. It follows, therefore, that adequate resources to learn through these subjects must be provided. Pupil experience cannot be dependent on the willingness of either parents or teachers to supplement the cost of teaching these subjects."

It seems that the teachers of home economics learn with their pupils. Teaching them the structures of the providing state, they are learning to use the processes of the state to put pressure on those who run it.

Detailing the implications of the N and P proposals—their effect on long-term curriculum and syllabus planning—Caroline Howells notes the "link-up with science—food, micro-organic growth in food; health hazards, food poisoning, disease" and goes on to examine pressures on "our subject" of the "technological age in which we live: things such as microwave cooking, ergonomics and dynamics."

Caroline Howells insists that subject standards are rising. "The ATDS has fought hard," she claims, "to convince universities of our high standards. We've produced a booklet, *Acceptability of Home Economics*. It lists the universities which accept our subject for entry to various courses."

She hardly needs to tell me, by now, that "home economics teachers are aware of the importance of their subject." They are almost missionaries for it. It should be part of the core curriculum.

On a "multidirectional, inter-related subject is a necessary part of the curriculum for all pupils. But its place and importance varies from school to school and authority to authority. The rotational timetable gives pupils in some schools opportunities for 'sampling' it among other options. Boys as well as girls can sample."

"This argues for enriched resources so that girls don't lose out and main-line course followers don't miss opportunities. Teachers of subjects must not make over-enthusiastic. Nor should home economics be written in as a soft option, timetable filler."

By now, it is clear that home economics, triggered by a naive and dated question, ends as robustly as it began.

"It is, often, still referred to as 'cookery' by head teachers and staff members. Does that reflect the true nature of our subject? Certainly not!"

Walking a tightrope

By Joan Freeman

Robinsons Audio-Visual Aid Kit on Menstruation
Robinsons of Chesterfield
Wheat Bridge, Chesterfield
Derbyshire S40 2AD
£9.95, including pp and VAT

At first viewing, it looks as though the kit is everything. There are wallcharts, booklets, a cassette recording and a filmstrip. In addition to all these means of explanation there are menstrual cycle record calendars and samples of Robinsons' Nikini sanitary protection products. At £9.95, it must be the best value for money on the market for any teaching kit.

Although most of the teaching is for newly menstruating girls, there is information too for older teenagers. The product is kept to a simple, informative level and there is no underhand moral teaching slipped in for which a teacher may be grateful.

But the kit does fall somewhat short of being as good as it might have been. The diagrams are too small and pale; most teachers will have to redraw them on the board. Choosing the voice on the tape must have been difficult; the experts have actually picked a nice, middle-class southern accent and a "motherly" tone.

One unexpected side-effect of the tape is that the pupils' initial reaction is a break in subject matter; the class into fits of giggles. To keep concentration going, it would be better to offer the tape in parts.

Some non-biology girls find even the simple terms used hard. Perhaps, there is a case for an entirely non-technical explanation, since they had difficulty in

locating the bits and keeping the new notes in mind.

It is not easy to keep girls informed of health matters without including some to dwell overmuch on their physical functioning. Well, frustrating others. Robinsons have trodden the tightrope carefully. Boys, of course, get practical advice of any kind on health topics, while girls are exhorted to be on the alert, watch their diets, tell people it is not their day, get plenty of rest, see your doctor, etc. No wonder females score higher on tests of urological than males.

The information on contraception is brief and clear, though the text admits that "pregnancy may happen." A word or two on how that happens might come about would have been valuable. The cassette mentions abortion. Technically, it would have been better to have restricted the lesson entirely to menstruation, since the core into which the kit is designed to fit is about the menstrual cycle.

Some information on the social context of menstruation—such as what other names it has, and why—would also have been helpful. There is mention of pre-menstrual tension, but again with this tightrope of wording one's head and not poor exam results, while also taking it in your stride.

The kit is worth having for what it does offer, providing one does not expect it to be the final, all-embracing answer for this subject. The teacher still has to pre-teach and fill in but the understanding teacher and this kit must together provide an excellent combination.

Bringing in the boys

Andree Brooks outlines the home economics scene in the USA

In a concerted effort to keep pace with swift and fundamental changes now taking place in family living patterns at all economic levels, the teaching of home economics in the United States is undergoing a cautious change.

Fighting hard to alter a much-misunderstood image—that of a class teaching nothing more than old-fashioned sewing and cooking; and then only to girls), American home economics teachers have, for a start, brought in boys in ever-increasing numbers.

Adapting their programmes to these newcomers as well as changing social needs, they have altered even the name of the courses in some instances, branching out into more contemporary topics and issues such as nutrition, child psychology, family relationships, personal taxes, housing, consumer knowledge and sex education.

Even so, it has been an uphill battle. For, at a time when professionals in many branches of home counselling perceive a need for teaching more of the home-making skills at school—as families fragment, disintegrate and move, so mothers are preoccupied with outside careers, individual households are multiplying, and thus even proficiency in basics is not passed on through the generations—the subject is not being given the emphasis social workers feel it needs if one-day family life is not to deteriorate even further.

Aware of this, home economics teachers are, therefore, most concerned about concentrating on the philosophy of good family living in the brief time they do have with the students. But with their backs to the wall against the increasing emphasis upon academic subjects, some fear that their departments may eventually disappear and that the various home economics topics will be taught separately as part of science, psychology or mathematics.

The teaching of all home-making skills is inter-related, they say, and must be maintained as such especially in a school in which the home and family unit is suffering its most severe identity crisis and upheaval. Observing this paradox, one teacher said: "At a time when young people of both sexes know less and yet need to understand more about being good parents and running an efficient home, we are in danger of dismissing the importance of formally teaching these vital living skills in a sensible, coordinated way in school."

Thus home economics teachers in the United States now see themselves not only as educators but as the vanguard of a neglected social cause.

Helping them in the past few years has been Title IX, an anti-discrimination clause in a Federal Education Act passed in 1972. Title IX made it mandatory for all schools receiving Government funds to teach every course to both sexes. No more could home economics be solely for girls or industrial arts exclusively for boys. Curriculum had to change.

Title IX proved to be the bonanza and excuse home economics teachers had been seeking for years. Armed with its requirements they were able to persuade formerly reluctant



This boy is learning the ancient art of spinning in a high school in Richmond, Virginia, as part of a course in home economics.

administrators to let them broaden their departments and revamp their classes.

Once the door was opened just a crack boys began flocking in child psychology and child care courses, learning the intricacies of being a selective and knowledgeable consumer, understanding the importance of interpreting the labels on a supermarket shelf, and generally responding more enthusiastically than had been expected.

One high school in New York State noted that while the boys were tentatively self-conscious at first, showing each other through the door the day they began their cooking classes, by the end of the term many were admitting the value of the classes—especially where mother was humorously absent at work. Others quietly conceded it had given them the confidence to get up home on their own—"a bachelor's survival" as one course came to be nicknamed.

Teachers gently eased them into the cooking, for example, with such family fare as mushroom burritos and running a snack bar or luncheonette at school. The word tailoring was substituted for sewing in many woodcraft classes as the boys fixed their own clothes. And the American home economics monthly teachers' journal, *Frontier for Home Economics*, recently launched a regular new feature called "Teaching Techniques for Co-Eds."

Written by a different home econ-

omics teacher each month it describes how classes are being modified up and down the country to include the boys.

A recent resurgence of interest among many young people of both sexes in the ancient home arts of weaving, built, vegetable preservation and the like also assisted in updating their curricula and making the courses more useful.

Nonetheless, when one school class was established for the first time in a school in New Milford, Connecticut, in 1975, brave parents charged that the new policy was not a blessing but would lead to an "effeminate tendency in the boys". They threatened a lawsuit. But such criticism was so rare and isolated that in the end even the one lawsuit was dropped.

However, the ensuing confusion and obvious lack of understanding over what these new courses would teach recently prompted the American Home Economics Association—an international professional body of the national professional body in Washington—to undertake a survey to study the present image and possible to draw up guidelines of unimpaired skills under which home economics is known today.

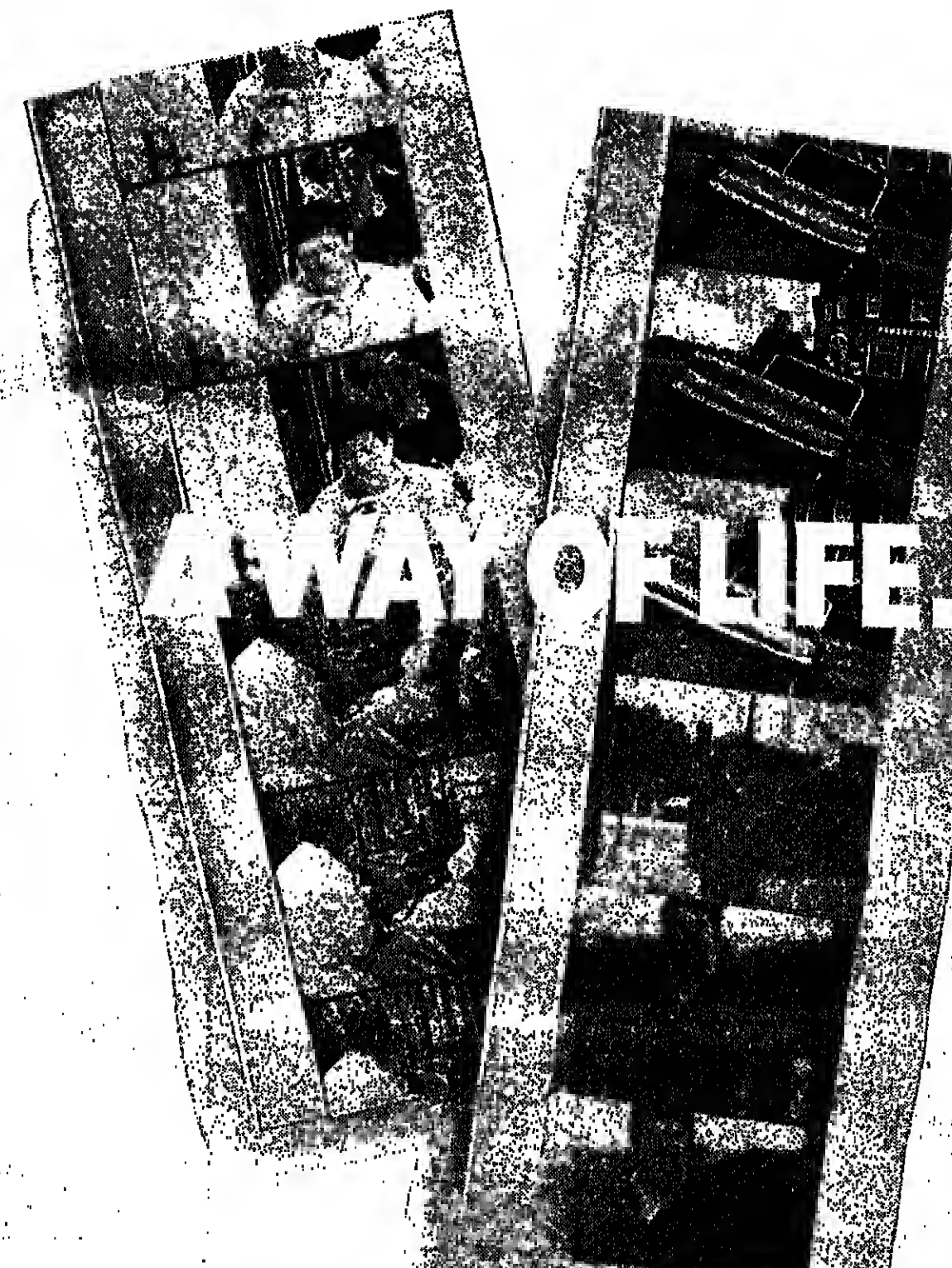
Already such teacher-training centres as the former Cornell University School of Home Economics is now known as their School of Human Ecology and Human Development.

Other universities making similar changes in the title of these colleges—in an effort to update the image—have added to the confusion. The Hopkinton, Massachusetts, college has changed its name to the College of Human Ecology and Human Development.

One of the more contemporary trends in the organization of the subject is to see marriage in the school as a low directly affecting family life. In taxation, health, housing, welfare and education—with co-ordinated placement as to their individual or collective effect upon the family and family living skills in the context of a life of the future and should be handled with the respect it deserves.



To better understand adult children in high school boy visits a day-care centre and talks to the young mother over lunch.



What is it like to be overweight and fat? The answer depends on who you are. Despite the variety of defences fat people put up, they do not like being overweight. This is mainly because it brings social problems—special clothes, difficulty in moving about and an inability to take part in many games and social activities. For some this link between being fat and not being able to live a full life can become a psychological problem.

It would be over-simple to say that being overweight causes ill health, although fatness is involved in many ways in certain illnesses and the problem is giving increasing

medical concern. There are the risks of diabetes, heart and artery disease and, of course, weight increase can affect arthritis and other painful conditions of the legs and feet.

The point is that many of the estimated 6½ million people in Britain who are overweight, need not be so. Excess fat can be lost and there is no need for people, particularly young people, who are not fat ever to become fat. The important thing is to develop the right kind of lifestyle. That is why in making a film about overweight and obesity, we have used the title 'A Way of Life'.

'A Way of Life' is a 16 mm colour film with a running time of 20 minutes. The opening

sequences in sepia show Jack and his sister growing up. As a child Jack is overweight and when the film eventually brings him to the present day as a young husband and father his weight is over 15 stone. The first symptoms of Jack's problem are shown when he suffers a partial black-out driving his taxi.

The results of this near accident bring him to hospital for tests. It is established that his excess weight is a factor contributing to his black-out.

Scenes of his sister and her boyfriend laughing in the swimming baths contrast with explicit scenes of the grotesque nature of obesity in different sufferers.

Jack is told of alternative meals and calorie totals and how simple changes of habit will help him more than rigid calorie-controlled diets. With the support of his family and despite the ribbing of his friends, Jack begins to lose weight.

His success in reducing weight begins to fade as he loses faith. He starts to tell himself that he was always meant to be fat. Once again his weight builds up and one day the worst happens. His baby's pram runs away by accident and the result of his sudden exertion in trying to stop it brings an end to his story.

The film is suitable for use with young people in schools, clubs etc. and young men and women setting up a home. Teaching notes will shortly be available to aid discussion after the film. It is felt that this will make a contribution in areas of education such as Biology, Nutrition, Physical Education, Health Education. It is available on free loan from the Scottish Central Film Library, 16/17 Woodside Terrace, Charing Cross, Glasgow G3 7XN. Order forms can be obtained from the:

Scottish Health Education Unit, 21 Lansdowne Crescent, Edinburgh EH12 5EH.

HUMAN BIOLOGY AND HEALTH

Dorothy Baldwin

This book helps students to know about their body, how it works and what happens when something goes wrong. It also includes some of the methods of treatment of disease and the more important medical discoveries. The author emphasises that health is more than a state of not being ill. Knowing about our bodies, understanding them and keeping them healthy by good habits is an essential part of education and growing-up. The structure and function of the body is explained clearly and simply chapter by chapter. Emotional as well as physical aspects are covered. The presentation is simple but interesting with many clear and lively illustrations. It covers the requirements of CSE Human Biology and similar examinations and also provides a straightforward course for all students on the proper healthy working of their body.

READY NOW £2.95

Also by Dorothy Baldwin:

THEN AND NOW

A child's physical development

Ideal for boys or girls aged about 14-16, this book is about the normal healthy growth and development of children. The needs of babies and small children are related in a direct manner with examples illustrated by cartoons, strip stories and photographs. Students are encouraged to explore their own attitudes to childbearing, stressing the importance of the first years of development.

READY SUMMER 1978 £1.25

Inspection copies from Iris Sinfild, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JB



Home and Family 8-13 on trial

By Ruth Snow and Vivien Culman of the Schools Council Project "Home Economics in the Middle Years"

"Personally, I thoroughly enjoyed teaching home economics in such an interesting way—the subject seemed less said than before. More opportunity was available for oral discussion and the pupils learned a great deal through talking with each other."—Secondary school teacher.

This comment was typical of many made by teachers taking part in the trial of the materials prepared by the Schools Council Project "Home Economics in the Middle Years".

The trial of the project's materials was the culmination of work carried out during the previous two years. In 1975, the Schools Council had funded a three year project to consider the place of home economics in the curriculum of pupils aged 8-13 in primary, middle and secondary schools. By the end of the second year, the central features of the work developed with teachers from Coventry, Gwynedd, Northumberland, Warwickshire and Wirral were:

Identification of key concepts within the subject area: Movement, nutrition, protection, development, and interdependence. These concepts are seen within the subject's general area of concern—the home and family.

Development of checklists for teachers of pupils aged 8-13. Based on the characteristics of children, the checklists indicate the wide variety of skills which can be encouraged through the careful planning of courses and curriculum units.

Development of sequences of main ideas within the five key concepts. The sequences suggest an order in which pupils could be introduced to ideas within a concept. In general terms, the sequences move from the concrete to the abstract.

The development of a curriculum process which teachers could use to implement the project's work in their own school situations, through planning units of work.

These four essential features were embodied in five teachers' guides—one devoted to each key concept. The guides also include examples of curriculum units which had been devised for pupils aged 8-13 by teachers using the curriculum process.

The questions to be answered during the third year of the project were: How would the work stand up to scrutiny and use by teachers who had not been involved in developing the ideas? Would teachers find key concepts useful starting points in curriculum planning?

Would the checklists based on the characteristics of children help teachers achieve balance and progression in their work? Would teachers in the different school sectors find home and family an appropriate focus for work with pupils?

Would the curriculum process suggested for planning curriculum units prove flexible enough to be used by teachers when planning for their own unique situations?

The project team is grateful to 250 teachers from schools in Blun-

Devise a set of hygienic rules for your pet (In particular dog or cat). It may be comical, but pay attention to the fact that you are protecting yourself against germs in the kitchen, e.g.

- (i) I must wipe my paws at the doorstep
- (ii) I must not visit the kitchen during mealtimes



The above text is from the trial materials. It is taken from a sixth year Protection guide: "The Charge of the Germ Brigade" Drawn by Steve Blower.

Ingham, Bedfordshire, Coventry, Derbyshire, Lincolnshire, Northamptonshire, Selwyn, Somerset, Warwickshire and Wigan, who took part in the trial.

What did the teachers think of the materials and the approaches to planning? Comments show that reactions can be very different: "Language very verbose. It should be simplified so that it doesn't have to be translated before we can understand it."

The general layout is logical and the ideas are very clearly and simply expressed. It is refreshingly free from jargon, making for easy understanding of its contents."

However, the overall response has been favourable. About 70 per cent of the teachers described their reaction as positive, with a further 25 per cent reacting positively but with some reservation. Most of them felt that they intended to continue using the materials.

Some teachers, who were initially dubious, have changed their opinion because of their pupils' response to the materials. The following comments were typical:

"Before using the material I wasn't in favour of it at all. Introducing home and family into primary and middle schools—we had enough to do already! However, having used the materials and observed the reaction of the children, I feel it would be a beneficial part of our curriculum."—Primary teacher.

"The pupils enjoyed the work despite the fact that I was not hopeful of this reaction, so evidently the idea of planning with the stage of development of

children in mind is a good one. Secondary teacher.

One of the misunderstandings of teachers is how broad the area of "home and family" is as sensitive a way as possible for the use of the project materials. The definition of "family" as a group of people living together in a home seems to be beneficial.

Many teachers taking part in the trial appreciated the breadth of the approach. Approaches indicated a depth of study without being too demanding. The materials provided an excellent resource which they could use in school. One teacher said: "If we have to adapt the work to our own situation, what is the point of producing materials?"

A number of teachers, in fact, felt that there was a need for a book which could provide an approach which they could use in school. One teacher said: "If we have to adapt the work to our own situation, what is the point of producing materials?"

We were delighted to find that a few teachers taking part in the trial adapted the materials to suit their own situation. The pupils and school situation, however, it became clear that it would be valuable to include more information in the guides on both

continued on opposite page

Getting into the broadcasting habit

By Hazel Sumner

"So long as they learn to cook, sew and clean, I will be satisfied." With these words the eminent head of a new comprehensive school welcomed me, some few years ago, as the newly appointed head of the home economics department.

Most subject teachers only seemed to give the department thought when special teas or costumes for plays were required. At other times the home economics teacher, preoccupied with ordering provisions, preparing equipment for the next lesson, ensuring continued parental cooperation by herself reworking the disastrous efforts of some pupil, could easily find herself isolated from the general life of the school.

While colleagues in the staffroom were exchanging information on new teaching aids, strategies and resources, the home economics teacher was likely to be ringing the gas board or completing the accounts. Perhaps these preoccupations help to explain why home economics teachers, unlike most of their colleagues, rarely got into the habit of using radio and television broadcasts.

For some teachers, the checklist based on the characteristics proved to be the most useful aspect of the project's work. "The checklists have undoubtedly been most helpful and should have a more prominent place in the guides. However, I found the content of the units less valuable."

By contrast, for others the ideas for teaching in the units made the project's materials useful. For yet other teachers, the idea of planning through concepts proved to be the most valuable feature. "The course materials provided a structure for teaching concepts through practical topics. The general concepts obtainable from the concepts are of great value in helping a child understand the world in which he lives."

A universal comment on the guides was that there was not enough help given on how all five key concepts could be used together. The project, therefore, intends to write a planning booklet which will focus on this and form a central feature of the materials.

In conclusion, the project team could not agree more with the sentiments expressed by a teacher who said: "I feel that people must be allowed and prepared to interpret the guides from their own viewpoint, and gear the work plan towards the children in question."

For some Publications Ltd have been appointed as the project's publishers, and the reprinted materials will be commercially available from the late summer/autumn 1979. The materials will comprise a package of five teachers' guides, one concerning each key concept: nutrition, management, protection, development, interdependence, together with a planning booklet.

From 1978 to 1980 a two year dissemination phase has been funded for the project. Inquiries about this phase should be directed to Ruth Snow, Senior Project Officer, Schools Council Project, F. L. Calder College, Dowdell Lane, Liverpool, 18.

The School Broadcasting Council recently arranged an inquiry into trends in the teaching of home economics, and the potential contribution of broadcast materials. Few home economics teachers were found who made use of radio and television broadcasts. Indeed, many teachers were surprised to find that there were programmes which fitted their syllabuses.

Home economics syllabuses have changed considerably in recent years and increasing pressures on the school curriculum have drastically reduced the time available for lessons. Social changes and technological developments have also had their impact. Priorities in educational objectives and in subject matter have had to be reassessed. Many teachers have found it difficult to keep themselves informed about all the new information and techniques demanded by their specialism.

Teachers who have turned to broadcast resources as one form of support have found that materials exist to help them, although comments about these materials have not been universal. Some teachers have been favourably impressed with the use which could be made of the radio series, *Learning about Life*. This series for 14 to 16-year-olds includes programmes on self-awareness, adolescent development, relationships with the opposite sex and the role of parents.

There are similar topics, appear in CSE home economics syllabuses, and many teachers spoke favourably of the programmes, for the nature of radio makes it especially appropriate where sensitive personal areas of experience are being explored. The BBC is in process of reviewing the programme *Learning about Life*, and if resources become available, it is possible that the

series will be reorganised to include programmes on child development and child care, topics which are rapidly finding a significant place within home economics syllabuses.

The various kinds of series concerned with "social education" are also under review, and it is likely that programmes of particular relevance to home economics will feature in the future output for the 11 to 14 age range.

Within several other series, individual programmes can be used as resource material. The range of series worth quarrying is too wide to catalogue in this short review, but details are given in the *Home Economics and Health Education* secondary school subject leaflet, which is sent to all secondary schools along with the BBC Annual Programme.

Among the programmes listed for 1978-79 are several from the further education series. These are often suitable for CSE and sixth-form classes. One series is *Design for Living*, which deals with the design of objects in common use, including the influence of tradition, function and available materials.

Another useful series is *That's the Way Money Goes*. It is designed to inform people about their rights and responsibilities as users of goods and services, and bears a clear relevance to courses which deal with consumer education.

The scientific aspects of home economics have regularly presented problems for teachers. For example, should the pupils' understanding of heat transfer be left to the science department or should the home economics teacher attempt to deal with the principles underlying its application to the domestic situation?

Liaison between the departments often presents timing difficulties. Some teachers have found that broadcasts can supply an answer, for a number of programmes in the schools' science output present a fresh and lively introduction to

topics which have a domestic application. Various photographic techniques are utilised to show, in speed and to reveal in other ways scientific processes which can be difficult for pupils to envisage or comprehend.

A particularly useful programme is included in the television series *Exploring Science* (age 11-13). The programme uses cooking to explain heat transfer. No class of building home economists could fail to be gripped by this colourful presentation of a topic which frequently hinders them in their search for the programme they can see swirls of fiery red heat currents, and cakes swirl up in seconds, as if by magic.

Another useful programme occurs in the radio series *Secondary Science*. *Biology*, for 14-16s, contains a radio drama programme on the nature, growth and culture of micro-organisms.

Often it is difficult to incorporate the use of broadcasts into the intricate planning necessary to the satisfactory management of a complete self-centred lesson. This may be another reason for the absence of the use of broadcasts from home economics lessons. But the situation is changing as more teachers gain easier access to video-recorders, audio-recorders and turntables. This means that broadcasts can be used in recorded forms or tapes to suit the teachers' needs and to match their own syllabuses.

The School Broadcasting Council is reconsidering these aspects of its output which might be of value to home economics teachers. It is doing this in the belief that the teachers themselves will review the potential of broadcasts as a resource for the teaching of the more wide-ranging and intellectually challenging subject with which they are now concerned. If anyone has views about the value for, or the format of, broadcasts, we would be delighted to hear from them. Please write to me at the BBC, Room 621, The Langham, Portland Place, London W1A 1AA.

Heinemann Home Economics

Multiple Choice Questions in the House and its Services

O.F.G. KILGOUR

Nearly 1,000 questions cover the following topics: the house and its construction; water supply; cleaning, drainage, sewage and refuse; solid fuels and appliances; electricity appliances and lighting; heating and insulation; ventilation; colour, interior finishes and surfaces; wood, glass, ceramics, plastic, metals, and textiles; protection and safety. £1.30

Topics and Questions in Needlework

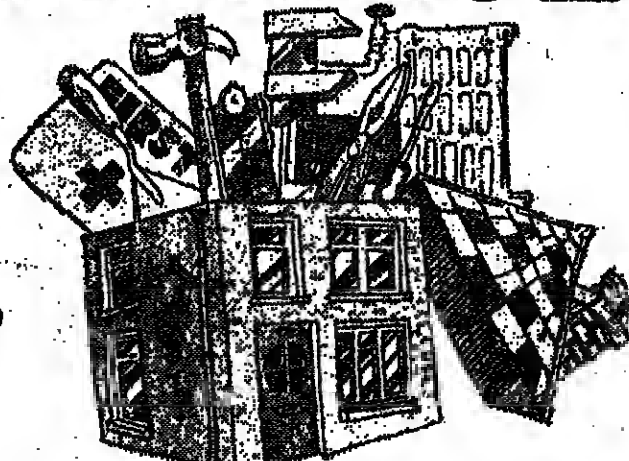
K.M. HARTLEY and J.M. ROE

The range of topics covered and the way the questions are put, provide a wealth of ideas for classwork. There are seventy questions in all, ranging from topics such as hand-sewing equipment, (what is used for what points to look for when choosing etc.) to identifying pattern pieces and the symbols used on them. *Home Economics* Pupil's book £1.00 Teachers' book £1.80

Teaching Home Economics in the Integrated Curriculum

BERYL RUTH

Each topic, geared to integration, covers projects or assignments for practical cookery, practical science, practical mathematics, art and craft, library research, home economics, history, geography, modern languages and, where appropriate, religious education. This application gives an all round and balanced view of a subject as well as teaching students how to apply their knowledge. *Home Economics* £1.00



Health Education, Health and Social Education

MAY V. LEA

"I would certainly recommend it to anyone involved in the education and care of young people. Without moralising it explains the need for understanding the dilemmas of young people and their own responsibilities to sex education, minor ailments, and health abuses generally. Health education is always a sensitive subject, but I think Miss Lea has given us a ray of hope in this difficult field. This very readable book will give some new ideas to us as teachers when dealing with these topics." *Nursing Mirror* £1.90 net (not available on inspection)

Health and Care of the Family

MARGARET CULLEN

A practical guide to all aspects of health in the home. Topics include: safety in the home; First Aid; Care of Mother and Baby; Health of the Family; Care of the Elderly; Home Nursing; The Water Supply; Hygiene in the Bathroom and Kitchen; Refuse Disposal; Pest Control. *Living Today Series* 78p

Savoury and Sweet Dishes For Two

CAROLINE HASTIE

The rising cost of ingredients has created problems for school cookery. One solution is to cook smaller quantities, and with this in mind Caroline Hastie presents a range of tasty recipes for two-course meals for two persons. Each recipe is clearly laid out on a separate page and the straightforward instructions will make this book particularly suitable for SCE 'O' grade and CSE work. 95p

Who Wants to Cook?

MARY PHILIP

This book of recipes for cooking with the pre-school infant and young child will be very useful in the practical side of child development courses. £1.50

Inspection Copies (TES 30/8)

Please ring the titles you would like to receive on inspection and return this a declaration to the address below, with your name and address.

Name.....

Address.....

Heinemann Educational Books
48 Charles Street, London W1X 8AH

LIVING WELL

HEALTH EDUCATION COUNCIL

A project which aims to promote healthy living and a positive attitude to the challenges and complexities of everyday life. All the material has been tested in schools. It provides lively starting points for discussion, role play and simulation. Teacher's Notes accompany each publication.

And How Are We Feeling Today?

PETER MCPHAIL

Boys' and girls' own situations on work cards to stimulate group discussion and encourage individuals to respond as they would in real life. There are cards on topics such as relationships, emotional problems and personal hygiene, all enhanced with two colour drawings and cartoons. £4.00

Who Cares?

MARTIN ROGERS

A collection of dialogues, reported verbatim, involving teenagers and adults in a wide range of situations. The student is invited to participate, to answer such questions as 'What went wrong?' 'What would you have done?' 'What happened next?' £1.25 net

Support Group

CLAIRE RAINBOW

A set of work cards using photographs, drawings, statements and questions to stimulate people to think about situations of direct concern to their own lives. £4.00

Inspection material for teachers from
CAMBRIDGE UNIVERSITY PRESS
P.O. Box 92, London NW1 2DB



Pupils at work in St. Paul's Primary School, Bolton. From a unit: A Roof over our Heads (Protection guide). During course experience.

Catwalking to confidence

By Gillian Thomas

"Who has studied themselves in front of the mirror—naked?" asked Yvonne Garfield, the wavy model lecturing to a group of 40 girls from the Mayflower School, a mixed comprehensive with 1,750 pupils in Billericay, Essex.

None of them had. This, she said, was unfortunate. How else could they determine their good and bad points and make the most of them when dressed in their best? The girls, mostly sixth-formers, plus a few fourths and fifths, were attending "First Impressions", a day-course staged by the London Academy of Modelling. It covers grooming, deportment, make-up and hair-care. The aim is to help girls to make a favourable "first impression" when they embark on careers.

Schools are charged £2.50 a head. In the case of Mayflower, most of the girls had paid it themselves (plus another £1 for the coach fee), but a few had had support from their parents. In addition, the school would have helped any girl keen to attend, but unable to afford it.

Mayflower learned of the course through a career counsellor at the school. Because of the interest it attracted, they have sent two groups during the year.

"We see it as serving several purposes," explains Mrs. Rene Moss, the deputy headmistress. "It fits in well with our home economics syllabus, and from the careers point of view we hope it helps the girls when they go for jobs."

The girls were put through their paces very early on. Yvonne, wearing a fetching pink creation, made them try out the catwalk. It stretched along the centre of the long, narrow room from a mirror-wall at the end.

No one admitted to having any aspirations towards modelling, though two were considering

hairdressing and make-up) but, as Yvonne pointed out, a confident walk, swinging from the hips rather than the shoulders, chin high, is an asset anyway.

Quaking at the knees, everyone—including physical education mistress Linda Boniface—did their best to put their toes down first (particularly difficult for those wearing high platform shoes), to tread lightly, to walk with hands relaxed to the sides, and of course to smile, the most important sign of poise and confidence.

With that ordeal over, the girls sat down again (desperately trying to remember to keep their feet neatly together) to hear about the intricacies of diet. The list of forbidden delights for the figure-conscious was off-puttingly long. Indeed, I wondered how mothers would react if their daughters began to refuse all puddings, cream soups, baked beans and cakes.

In fact most assured me that this would not be a problem, though few were confident of rigorous discipline. Nevertheless, they agreed that understanding the fundamentals of a healthy diet was no bad thing. For a good skin, Yvonne recommended apple cider vinegar and honey—a rare one on me.

Many found John Sutton's talk on fashion coordination unenjoyable. In terms of the money required to be spent on clothes. Nevertheless, the tips were there for those who wanted to know how to create a "total" look, which boils down ultimately to scrupulous care and taste when buying, rather than to lavish expenditure.

"Never mix more than three colours, three textures or stripes and spots," he advised. "Match tights to skirts, keep darker colours at the bottom to avoid a top-heavy look. And, anyone else, that's all. I like to avoid large patterns and

cutting themselves in half with a change of colour at the hips or waist".

He also came up with useful hints about stain removal (milk removes the white marks left on shoes by rain or snow) and demonstrated how to tie scarves in a multitude of interesting ways.

Their horror on horror, he began to analyse what each girl was wearing, but he was gentle and constructive about it. He suggested how colours could have been better teamed together and accessories used more effectively.

Overall he was obviously impressed how well everyone had "put themselves together"—a recurring phrase in the model world. Over their packed lunch, all the girls assured me they already considered their £2.50 well spent, if only as a marvellous change from mathematics and English. A few reckoned they already knew most of what had been said, having read it in magazines, though I doubt

whether it had ever been so effectively hammered home.

I thought it was a shame that no one had taken notes. They would have provided all the girls would ever need to know about grooming and obviously much would eventually be forgotten.

Some said they were disappointed not to have seen more of the "glamorous" world of modelling. They had imagined models would be floating about everywhere and that the academy would have extensive premises. In fact, they were restricted to the long mirrored room all day.

Not surprisingly both the teachers felt the girls would have appreciated more variety. If only a change of surroundings for eating their lunches.

However, most reservations disappeared after the session with Howard Clayton, a freelance make-up artist whose clients have included Princess Margaret and a host of television personalities. He chose one of the girls to demonstrate, giving a complete run-down on cleansing and techniques while transforming her appearance with a simple natural-looking make-up. None the less, he used 14 different products.

His advice was both useful and practical. "Always remove eye make-up towards the nose, as you not to stretch the skin; always use foundation or other make-up will not remain on the face; never line

the eyes with black, a brown English habit, as it makes them look smaller".

The talk on hair by a hairdresser was equally successful. His day-day hints on washing and conditioning were aimed at helping girls look after their own hair actively, without recourse to hairdressers except for cutting and colouring.

Highlight of the day was an award of a free modelling contract. The girls had to submit an awesome catwalk to be selected by the academy's principal, Jane Lindsay-Bowman, and the director, Geoffrey Dawson.

In fact, they chose two girls, a year-old June Brown and 17-year-old Pat Moss. Both were well known now having second thoughts about taking up the offer because of the travelling involved.

Rene Moss says they will continue taking groups from the school there, even though many of the girls had expected to read the publicity books.

"They thought there would be more general information, particularly about applying for jobs. Instead, it turned out to be extremely grooming course. As such it was more appealing and more relevant to the older ones."

Many were disappointed in that the world of modelling was not all glamour. However, I suppose shattered illusions of that sort were no bad thing.



Needlecraft at a London high school.

Short needlecraft courses forming part of a rotational timetable must give opportunities for acquiring skill, the use of tools and techniques

Turn and turn about

By Beryl Chaydon

Rational time tabling is a device by which pupils follow a series of six, eight or 10-week courses during a year. In the craft and design field they may have, say, eight crafts in the first year including wood, metal, pottery, painting and drawing, graphics, home economics and needlecraft. The choice may be more limited in the second or third year when the blocks of time are longer.

Variations of this system are occurring in many first years, some second year and a few third years in the 11 to 16 age range comprehensive and middle schools.

The groups may be of boys and girls of mixed ability, so that both sexes experience crafts tradi-

tionally undertaken by one sex only. Younger pupils handle a wide variety of materials, use specialist tools, machinery, and equipment. They also meet skilled specialist teachers, which is an exciting introduction to the secondary stage of education and can be seen as part of their design education. Needlecraft is included in the rotations.

The philosophy behind the various subjects in the rotations should be discussed by the teaching team. This is most important for a subject such as needlecraft, since a survey has shown that few women are heads of faculty in craft and design areas.

Many worthwhile themes can be developed and experimented with in the rotations, specialist can also find themselves burdened with

spurious innovations and gimmicky ideas which fail to recognize the subjects as a whole and waste valuable pupil learning time. Close liaison and cooperation should avoid this.

Subject courses must be planned and structured very carefully to give opportunities for acquiring the separate skills in a purposeful, worthwhile way so that experience of the craft satisfies the pupil and gives a true impression of the subject. This is most important because at the end of an eight-week cycle of lessons a pupil may make an irreversible decision to continue or reject a subject in school.

Needlecraft is concerned with design, design and design awareness. Judgement and discrimination are not learnt as abstractions. Manual dexterity and a knowledge of techniques satisfy the need for personal creativity. Short needlecraft courses forming part of a rotational timetable must give opportunities for acquiring skill, the selection and use of tools and the techniques of the craft.

Successful machining should be the first aim since it is the foundation of dressing and creative work. Boys and girls enjoy using modern electric sewing machines and a carefully planned and structured course with practice and experimentation gives opportunities for acquiring the skills of coordinating hand, eye and foot, understanding how to vary stitch length and width; for recognizing good, balanced stitching; and for learning how to follow printed instructions.

Small, quickly finished articles can be made successfully which gives a feeling of accomplishment. In some schools pupils follow a separate, but complementary, course in creative needlecraft. In eight weeks learning to machine could be linked with the making of, say, a place mat with three basic colours of fabric, the design and making of a cushion cover, and a small bag.

The properties of cotton fabrics could be studied following a printed study guide involving simple chemical experiments and the use of microscopes, finding out about the Home Laundry Consultative Council's washing codes from detergent packages, and collecting clothing care labels.

Interest in home dressmaking is booming because enthusiasts can express their individuality in the choice of style and fabric and they can afford to follow fashion immediately. People who make clothes to professional standards—clothes which are fashionable, fit well and suit their chosen life style.

Most people today have more leisure time and are enjoying a higher standard of living. They have more time at any time in our history. Home-centred activities are leading to a greater interest in creating an environment which is comfortable and pleasing. Homes reflect individuality, and the standards of the family and the standards they set for themselves.

As with so many educational experiments, real evaluation of benefits in different school situations must be made over a period. How long must trials be carried out before it is possible to make a valid appraisal?

Carefully structured needlecraft courses fulfil two basic needs: the satisfaction of making to an acceptable standard and the desire for creative experiences. The difficulties which confront needlecraft teachers today are choosing many to whom, whether fewer pupils are being offered chances of following worthwhile courses.

Mr. Beryl Chaydon is Senior Mistress at Thurston School, Thrapston, Essex. The views expressed are personal.

Needlecraft is a way of promoting an understanding of textiles: a knowledge of their properties and use and the choice of fabric to suit the purpose is essential to these aspects of living. Fun, enjoyment and success—with pace, interest and variety—are necessary to kindle the desire for knowledge in a course which I think is the foundation for a further course in dress-making and soft furnishings.

These are the reasons for including needlecraft in the secondary school curriculum: it is a practical application of design education.

Pupils need to feel that teachers regard them as individuals in all teaching situations, but this is even more important in creative subjects. Problems arise where group composition rules for the craft rotation from other subject settings, for subjects within the rotations and is changed during the year. Staff are seeing as many as eight groups from a year group during an academic year.

It has been noticed that craft rotations are being used as a time-saving device to divide a year in such a way that the numbers in groups are rising. The facilities in the teaching areas may be inadequate to cope with the numbers received.

Most crafts involve making something. Lessons must be carefully organized in a subject such as needlecraft where the activity spreads over more than one lesson, to ensure that pupils complete work and enjoy the feeling of accomplishment.

There is an added difficulty in the short cycle of lessons that pupil or staff absence disrupts learning and work is unfinished. In large schools it is impossible to work and enjoy the feeling of accomplishment.

Many more pupils pass through craft areas in rotational time tabling. This does lead to some practical difficulties. Pupils taking needlecraft do so for a variety of reasons and labelling and prices have risen sharply. New courses have been started, half a year or even for a whole year, there were fewer pupils to be catered for and, in proportion, less money would be needed.

Parents can be involved in greater activities by rotational time tabling since they may have to provide money or materials for eight crafts in a year. Machinery and equipment is subjected to more wear and tear by the continual stream of beginners involving higher servicing and replacement costs.

At a meeting of women's organizations on "Teaching girls to be women," I explained that girls were being taught "boy" crafts in mixed groups. A militant speaker declared that girls had special needs and should be taught separately.

This seems to reflect the nature of the issue. In giving pupils an opportunity to try "overall" crafts are we losing out on individual crafts? When there is pressure on the curriculum to include more subjects, are individual subjects receiving a worthwhile time allocation? When specialist facilities are limited, are we making the best use of them?

When teachers have specialized in a field of study and can stimulate enthusiasm, is rotational time tabling making the best use of their abilities and is it personally satisfying to the teachers?

When time is limited, how can we decide a pattern of lessons to meet the needs of home economics which wishes to use seasonal foods and needs lessons spread over a long period of time, whereas needlecraft lessons relatively close together for the acquisition of skill and to facilitate work being finished in a reasonable length of time?

As with so many educational experiments, real evaluation of benefits in different school situations must be made over a period. How long must trials be carried out before it is possible to make a valid appraisal?

Carefully structured needlecraft courses fulfil two basic needs: the satisfaction of making to an acceptable standard and the desire for creative experiences. The difficulties which confront needlecraft teachers today are choosing many to whom, whether fewer pupils are being offered chances of following worthwhile courses.

Mr. Beryl Chaydon is Senior Mistress at Thurston School, Thrapston, Essex. The views expressed are personal.

Science for Housecraft
Second Edition
John Robinson
This new edition, suitable for CSE and GCE O level housecraft students, has been revised and updated. There are several new sections and illustrations, and the section of past exam questions has been expanded.
80 pages £1.40

The Science of Food and Cooking
Fourth Edition
Allan Cameron
The content of this extensively illustrated book has been up-dated and expanded for the fourth edition. The subject is treated in a simple, direct way to help students of an O level and CSE standard who find science difficult.
264 pages £1.95 1978

Experimental Cooking
M. Brown and A. Cameron
This book for Home Economics and Catering students bridges the gap between food science and cookery. It consists of 30 experimental units covering all main types of food, with questions and follow-up sections.
80 pages £1.95 1971

House and Home
Barbara Lamb and David Lamb
This book, which follows the same approach as *Cheese and Cook* and *Care and Clean*, deals with the choice, care and running of the home, decorating and furnishing and the services provided.
58 pages £1.60
Already published—
Care and Clean
Barbara Lamb and David Lamb
56 pages £1.50
Choose and Cook
Barbara Lamb and David Lamb
94 pages £1.35

☐ Science for Housecraft
☐ The Science of Food and Cooking
☐ Experimental Cooking
☐ House and Home
☐ Care and Clean
☐ Choose and Cook

Please send me the titles I have ticked for my inspection.

Name _____

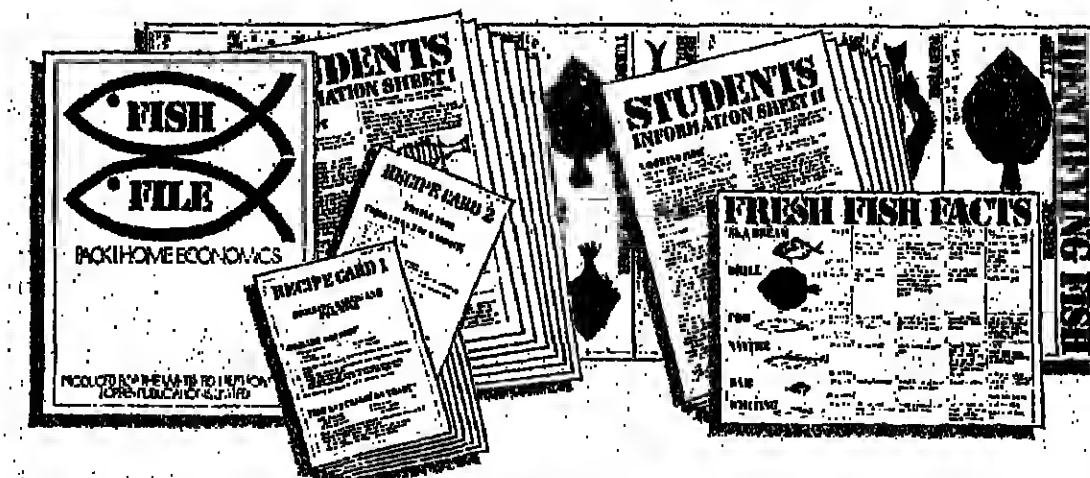
School _____

School Address _____

30/6/73

Edward Arnold
1 Bedford Square,
London WC1R 3DE

Everything a home economics student needs to learn about fish.



Plus a lesson for the teacher.

The Fish File is an imaginative teaching dossier for aspiring young cooks, from around 14-16 years old, prepared by the White Fish Authority.

It contains full-colour charts, enough information sheets to pass round the class, and recipe cards covering all the popular varieties of white fish with sections on buying, cleaning, filleting, skinning and cooking fish and the sauces, herbs and vegetables that go with them. Plus suggestions for fish diets and class projects.

And, most important, there's a 20-page

TEACHER'S BACKGROUND NOTES

book of invaluable background notes for the home economics teacher.

All this costs just £2.50, which is truly remarkable value for money.

Why not order your copy now direct from the publishers: Forbes Publications, Harvey House, Queensway London W2 4SH. Who knows, it could help

one of your students win this year's White Fish Champion of the Year competition, which the WFA will be sponsoring this autumn.

fish



George Allen & Unwin

KATHLEEN HEASMAN
Home, Family and Community
Social and Human Aspects of Home Economics
0 04 301087 3 £2.95 August 1978

STEPHEN COTGROVE
The Science of Society
An Introduction to Sociology Fourth Edition
0 04 300075 4 Hardback £6.50
0 04 300076 2 Paperback £2.95

KENNETH MCLEISH
Food and Drink
0 04 30007 5 £1.15 October 1978
Greek and Roman Topics

For further information contact Mike Clancy,
College Sales Department, George Allen & Unwin,
P.O. Box 18, Park Lane, Hemel Hempstead, Herts HP2 4TE

Every woman

A gynaecological guide for life
DERRICK LEWELLYN-JONES
The thoroughly revised second edition of this well-known book incorporates much new material on sexuality, contraception, labour and breast feeding, while retaining the direct and human approach which made the original so popular. Hardback £4.25 Paperback £1.50

A Child is Born

Photographs of life before birth
DENNART NILSSON
An astonishing collection of photographs in colour and monochrome of the developing human fetus at all stages from conception to delivery of the fully-formed baby. Paperback £2.95

Faber & Faber 8 Queen's Square, London W1N 2AU

Degrees in Home Economics

Formerly Elizabeth Gaskell College of Education, we offer these University of Manchester Awards:

BSc (Hons) in Home Economics

A specialised 3 year course for students interested in working in a variety of occupations.

BSc (Ord) in Home Economics, BEd (Hons & Ord), BA & BSc (Ord) in Combined Studies, Dip HE.

A wide range of courses in Home Economics is available, including Design, Dress and Textiles, Food Science and Nutrition, Life Sciences, Sociology. Residential facilities are available.

For further details, write to: The Principal (Ref TES1)

City of Manchester
College of Higher Education



Hatherage Rd
Manchester
M13 0JA
061 225 9054

Ilkley College

The College
in the Dales

An Associate College of the University of Bradford
(formerly Ilkley and Ilkley Colleges)

Service To The Community

Satisfaction For The Individual

HOME ECONOMICS COURSES

B.Ed. (Ord. or Hons.) Specialising in
HOME ECONOMICS or DRESS & TEXTILES.

B.Sc. (Ord or Hons.) HOME AND
COMMUNITY STUDIES.

This course enables you to study in depth both the component fields of study and how home and community are inter-related. Wide career prospects are opened up by this combination.

For further details, please write to: Valerie Stead
(Dean of Admissions), Ilkley College, Wells Road, Ilkley,
West Yorkshire. Tel. Ilkley (0943) 609010.



(Federation of Digby Stuart, Froebel, Southlands and Whitlands Colleges)

Study for BEd or BH degree in

HOME ECONOMICS

(Specialising in Food Studies or Dress & Textiles) combined with one of the following:
Education, Parent, Psychology, Social Biology
All awards are Internal degrees of the University of London

Details and application forms from:

Academic Registrar, Roehampton Institute of Higher Education,
Roehampton Lane, SW16 5PJ. 01-878 5761

NORTH GLOUCESTERSHIRE COLLEGE OF TECHNOLOGY

Member college of the Gloucestershire Institute of Higher Education
THE PARK, CHELTENHAM, GLOS.

DEPARTMENT OF HOME ECONOMICS AND CREATIVE STUDIES

N C H E CERTIFICATE COURSES

HOME ECONOMICS

Two years full-time

HOUSECRAFT

One year full-time

HORSEY TRAINING COURSE

Even days full-time

HOME MANAGEMENT AND FAMILY CARE

Two years full-time

COOKS PROFESSIONAL

Two years full-time

Further information and application forms from:

The Principal, North Gloucestershire College of Technology,
The Park, Cheltenham, Glos. GL50 2NR.

A healthy involvement

Helping to make a television series inspired a change in the curriculum at Lodge Farm Middle School. By Ken Smith

For many teachers I believe health education to be an area of teaching shrouded in specialised medical knowledge, best avoided or at least left to other departments in the school to "cover": the science teachers in dealing with anatomy, physiology and "the difficult bits", the physical education staff coping with BO, sweaty feet and nits!

For many years as a teacher in primary and secondary schools, health education aroused in me only a casual interest. Perhaps my college memories of boring lectures about nutritional diseases caused by severe vitamin deficiency created a doubt in my mind as to the value of health teaching as a stimulus for my classes.

What an awakening I have experienced. Quite by chance my school—a nine to 13 middle school of some 600 children—was given the opportunity of helping ATV to make some units for their health education series for schools, to be known as *Good Health*. The children, especially those chosen to take part, were excited by the activity.

Television cameras and production teams were a good excuse for a diversion from the normal school day. When the series eventually reached the television screen, and we viewed the programmes at school, the staff reported that the reaction of the children was positive and powerful. This was not just curiosity or seeing their friends or themselves there was a desire for more, an eager involvement which even for middle school children was quite exceptional. We had ignited an interest.

The impact made by these early viewings of *Good Health* persuaded me to encourage a move by some of my staff to have health education included in the curriculum and built into our timetable. At this stage we were able to organise support for our venture, and the health education department of the Hereford and Worcester Health Authority offered assistance.

We were fortunate in co-opting the services of Mrs Pileen Bruce, our area health education officer, who has proved of great help in the development of this work in the school. She provided the staff with a constant flow of ideas and background information. A regular supply of visual materials including slides and video cassettes was set up.

She came into school to talk to the children on certain topics and still does. Recently she has organised a valuable course at the North Worcestershire College on "Health Education across the curriculum for Middle Schools". This has enabled my staff to expand their knowledge and increase their confidence and expertise in teaching health education.

Publication of the Schools Council Project for Health Education (5-13) "All about me" (5-8 years) and "Think Well" (9-13 years) gave our ideas some structure, so with the wealth of teaching ideas, pupil activities, resource sheets and spirit masters contained in the project our health education programme looked certain to be well equipped.



From *Good Health*, the new TV series, a programme planned entirely by school children.

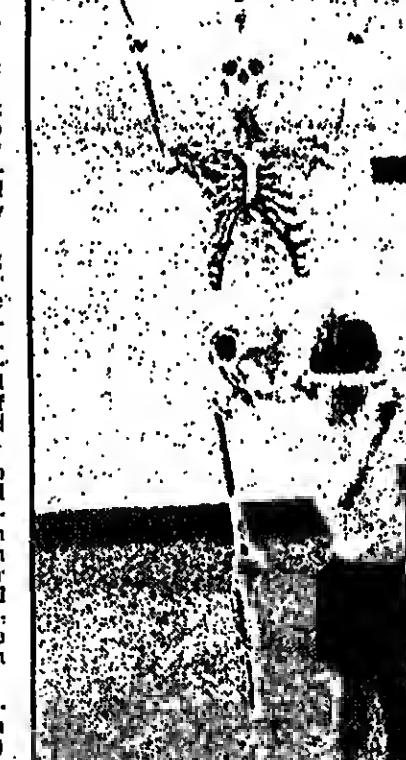
Feeling very much a crusader, I joined the health education teaching team, keeping in mind the words of Trevor Williams, director of the Schools Council project: "Health education is very much about children, how they think and feel about themselves and others, how they act in a variety of situations and how they develop a sense of individual and eventual social responsibility."

Apart from being able to report with some authority that it is exciting, stimulating and meaningful work, I find that the response from the children to my lessons makes it the most rewarding teaching in which I have ever been involved. The teachers feel as I do that if we inspire just a few children to take sensible, positive decisions about their own health, we have made a significant contribution to the success of those lives. Is there anything more important than health? Certainly without good health all other qualities and qualifications are sadly distorted.

Now that our health education teaching is developing throughout the school, I hear of many interesting activities. Lively discussions on health hazards; a seat belt census; construction by a group of 13-year-olds of a smoking machine to find out for themselves "tar" really is; recording of pulse rate and breathing rate variations with exercise; a survey of hazards in the

home, including positive and eliminate dangers and may be.

These activities seem to be the manifestation of our children really taking an active interest in their health and an early indication of the success of the health education in the school.



From the ATV *Good Health* series "Exercise and Rest", a simple guide to muscles and bones, and the need for sleep.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.



From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.



From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

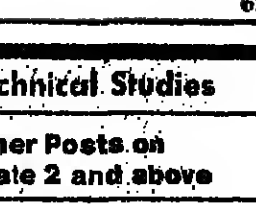
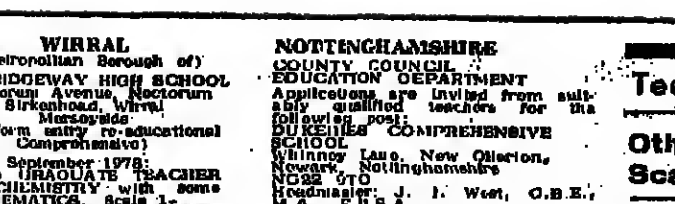
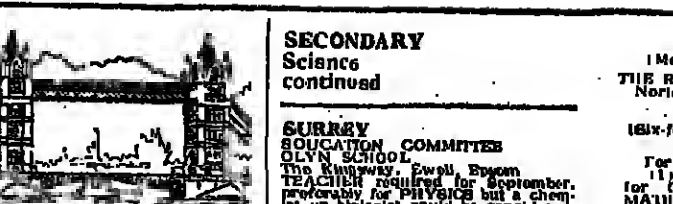
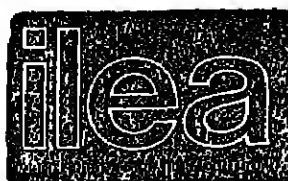
From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good Health*, the new TV series, a programme planned entirely by school children.

From *Good*

city has a scheme for legal fees etc., travel-exp. users allowance is



Qualification teachers are invited to apply for the following posts. Applications for posts and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£402 per annum) in addition to the appropriate salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers the removal of household effects, furniture, and the cost of the removal of the teacher and family up to a normal maximum of £25, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from outside the area will be paid the legal costs of house purchase (up to £200) and a grant towards the cost of services, fitted carpets or curtains etc. subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous house while the teacher is away on a period not exceeding six months.

The Authority's scheme of assistance with the cost of travel to school operates for appointments where the teachers' AT are available.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

Scale 1 Posts

CHINESE JUNIOR SCHOOL (S.H.)
Headmaster: Mr. J. H. Lee
100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

Scale 1 Posts

CHINESE JUNIOR SCHOOL (S.H.)
Headmaster: Mr. J. H. Lee
100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

Scale 1 Posts

CHINESE JUNIOR SCHOOL (S.H.)
Headmaster: Mr. J. H. Lee
100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554





Social Services Department

SENIOR TEACHER

Salary equivalent to Burnham Scale 2S

This vacancy has arisen due to the promotion of the present holder and is at Tameside (Municipal) School for 20 children and there is provision for day assessment for six children. Age-range is 5 to 17 years. Educational staff at the Centre consists of one Senior Teacher and three Assistant Teachers.

Applications are invited from qualified teachers who have considerable experience of working with disadvantaged and maladjusted children, preferably at junior and secondary levels. The ability to develop relationships, motivate children and be adaptable and flexible in attitude is essential. As the Senior Teacher is part of the management team, applicants should have some administrative and organizational experience. All staff are accountable to the Officer in Charge and the Senior Teacher is responsible for the professional performance of the Assistant Teachers.

The main function of the education unit is to provide a comprehensive educational assessment to the case conference, which will include representation from various professional disciplines. However, it is the aim of the unit to provide a positive learning experience for all the children on an individual basis.

Application forms and further details from the Chief Personnel Officer, Marston House, Marston Way, Ashton-under-Lyme, Greater Manchester, to be received by July 14.

**Middlesex Lodge
Regional Observation &
Assessment Centre**
Harlington Road,
Hillingdon, Middlesex

Scale 2 post for enthusiastic and versatile teacher of general subjects interested in obtaining experience of Education in Care. Ability to teach Art and Drama would be an asset and musical talent particularly welcomed but above all keenness to join in crucial.

The Education Department is headed by an Assistant Principal with a team of six teachers; there is a stronger element of personal contact with the pupils than in normal and the teaching staff play a vital role in the observation and assessment procedures for the adolescent girls.

For informal discussion please telephone the Principal (Mr Seldon) or the Assistant Principal (Education) (Mrs Bennett) on Uxbridge 53272.

Application form available from Personnel Officer, Middlesex UHS (UW), Telephone No. Uxbridge 53272, Ref: 55/26/36X. Closing date, July 14, 1978.

LONDON BOROUGH OF
HILLINGDON**KINGSWOOD SCHOOLS****ASSESSMENT CENTRE****RESIDENTIAL
CHILD CARE
OFFICER**

Kingswood Assessment Centre accommodates 64 boys from the age of 13 to 17 years inclusive in three House Units. Each House has an assessment team of R.C.C.O.'s, teachers, a psychologist, a social case worker and access to a psychiatrist.

**HOUSEMASTER/
HOUSEMISTRESS**

Applications are invited for this Residential Child Care Officer, Senior Grade post from mature people who wish to work intensively with disturbed adolescents and make a meaningful contribution to the overall assessment process. Applicants with professional qualifications are preferred, although personal qualities and enthusiasm are considered equally important.

Salary: R.C.C.O. Senior Grade £3,064.95-£3,773.70 for unqualified staff; £3,241.35-£4,477.00 for qualified staff including annual salary supplements. (Degree or Teaching Certificate entitles holder to qualified scale.)

CRAFT TEACHER

A challenging post for a qualified teacher interested in finding out more about the interests and attitudes of boys in care areas. This is a post for a teacher who is able to work with a group of boys, to develop their self-esteem and to help them to overcome their difficulties. The successful candidate will become a member of a multi-disciplinary assessment team concerned with the diagnosis of social and educational problems being encountered by up to 24 boys between the ages of 13 and 17 years. The post involves educational and vocational teaching techniques and the subject range is dependent on the person appointed; the greater the range, the more opportunity there is of finding an interest for each boy. Fully equipped craft rooms are in constant use within the context of an integrated educational programme. Opportunities are available for the teacher to do an additional 16 hours per week in other areas of the house and to experience residential care situations.

Salary: J.N.C. Teacher (Burnham 1 plus allowance of £554). Extraordinary duties allowance £85.

Possibility of 3-bedroom house (valuation of £231,000) for married applicants or board residence for single people (valuation of £408 for R.C.C.O. and £486 for Teacher).

Assistance with removal and relocation expenses available. Further details and application forms from: Mr G. Tomlinson, Headmaster, Kingswood Assessment Centre, Kingswood Road, Kingswood, Bristol BS15 2DH. (Telephone: 0272 672257 ext. 240).

**YOUTH AND
COMMUNITY SERVICE**
continued**DORSET****YOUTH SERVICE****ASSISTANT YOUTH TUTOR****ISLE OF WIGHT****COUNCIL****EDUCATION DEPARTMENT****ASSISTANT YOUTH TUTOR****Education Department****CENTRE HEAD****Forest Lodge
Activity Centre**

A suitably qualified and experienced person is required for this important Youth Service post to work in close cooperation with the school in developing and extending a wide range of Youth and Community activities.

Salary: J.N.C. Range 3, Point 4-8.
Closing date: 14th July, 1978.

Further details and application form from the Director of Educational Services, London Borough of Havering, Mercury House, Mercury Gardens, Romford (Ref. GB).

Wanstead House Community Centre
21 The Green, Wanstead, London E11

Applications are invited for the following posts which are available from September 1, 1978, or as soon as possible thereafter.

i) Full Time Warden

Salary will be paid in accordance with the Joint Negotiating Committee's Report for Youth Leaders and Community Centre Wardens. The salary scale which is within range 3 is £4,995 to £5,520 and is inclusive of London Allowance.

ii) Part Time Deputy Warden

The Deputy Warden will be required to work four regular sessions per week. Salary will be based on the Joint Negotiating Committee's Report for Youth Leaders and Community Centre Wardens. The salary at present £1,043.80 per week is £3,974.40 plus supplement of £252.00 and £420.00 under review to take account of the 1978 pay award. Preference will be given to candidates with suitable experience in Community Service work.

Further particulars and application forms obtainable from the Chief Education Officer, Education Office, Further Education Section, 225-229 High Road, Ilford, Essex, and returning by July 14, 1978.

Redbridge
London Borough**LONDON BOROUGH OF ENFIELD****Deputy Chief
Youth Officer**

£5,506-£6,067

Applications are invited from those with relevant qualifications and experience for the post of Deputy Chief Youth Officer, with effect from 1st September, 1978.

Enfield offers a comprehensive and progressive Youth Service through its team of four Youth Officers, who are full and part-time staff, and its large force of voluntary workers.

Temporary housing (up to two years), 100% removal allowance (E400 max.), generous relocation costs and lodging allowance—where appropriate items to move. Essential car allowance with assistance car purchase scheme.

Application forms and further particulars are available upon receipt of large e.o.e. from the Director of Enfield P.O. Box 55, Civic Centre, Silver Street, Enfield EN1 3JF. Closing date: 14th July, 1978. Please quote reference D00/554. Previous applications need not apply.

SUFFOLK COUNTY COUNCIL**YOUTH SERVICE**

Experienced and qualified

Youth Workers

required for the following posts—

Haverhill and District

Duties include direct responsibility for youth service development work in the town, liaison with schools and other agencies, supervision of work of full-time assistant part-time staff, team.

Salary: J.N.C. Range 3, Point 4 to 8, (currently £4,266 to £4,749, inclusive).

Saxmundham

Includes responsibility for existing club in purpose-built premises on school campus, supervision of part-time staff team. Supportive work with local voluntary groups.

Salary: J.N.C. Range 3, Point 4 to 8, (currently £4,266 to £4,749, inclusive).

